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ABSTRACT

Intended for Iowa special education teachers, the document contains a model senior high school special education course of study which emphasizes survival skills and the affective needs of students. Following an introductory section, on the course of study's rationale, are four color coded sections each addressing a specific population/educational setting. Section I focuses on the multidisabled, educable mentally disabled, emotionally disabled, and learning disabled in special classes with partial integration. Section II is on the special self contained class for the emotionally disabled. A third section describes the self contained class for trainable mentally disabled while a final section considers severely and profoundly handicapped in self contained special classes. Each section begins with the definition of the population to be served, definition of the programs and services model, characteristics of study courses, areas of study to be included, and educational outcomes. Areas of study outlined for each population include the following: career education, reading/language arts, mathematics, physical education, science/health, social studies, positive affect, daily life competency, leisure skills, vocational education, communication, functional academics, and social living. Courses within areas of study are outlined in terms of course title, grade level, course description, student objectives, and student expectations. In addition, a sample competency and attendance record and a table listing sample hours and credits system are included within the third section. (SW)

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SENIOR HIGH SCHOOL
SPECIAL EDUCATION
COURSE OF STUDY

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A project designed to
establish Special Education
Course of Study Parameters

September 1981

EC 14/3/21

This document was the culminating product of a one-year study conducted by a committee of special education consultants under the leadership of Dr. Nancy Werner, Assistant Director of Special Education Instructional Services. Committee members include: Bill Kerfoot, Mike Piersak, Ruth Ann Schmidt, Una Schommer, Mary Sires, and Conn Thomas.

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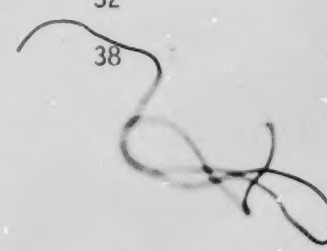
William Kerfoot

TO THE EDUCATIONAL RESOURCES
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FORWARD

If adopted by individual school districts, A SPECIAL EDUCATION COURSE OF STUDY could provide SCHOOL ADMINISTRATORS with:

1. An improved understanding of the function and responsibility of each senior high SCI/SSC program located within their district.
2. A tool to assist with measuring program effectiveness.
3. An understanding of the relationship between the special education programs and the regular education programs.
4. A document that could be utilized when recruiting special education personnel, and/or when explaining individual special program purpose, function and expectations.

A SPECIAL EDUCATION COURSE OF STUDY could provide SPECIAL EDUCATION TEACHERS with:

1. A document that includes courses required by the Iowa Code.
2. A suggested sequence of student skill development and academic achievement.
3. Instructional strategies.
4. An understanding of the inter-relationship between special education and regular education programs.
5. A suggested process by which special education students can be integrated into regular education programs.
6. A hierarchy of learning goals that could be incorporated into the students individual education plan.

A SPECIAL EDUCATION COURSE OF STUDY could provide SPECIAL EDUCATION STUDENTS with:

1. A continuous-progress program organized into levels of instruction.
2. A program that is not determined by the student's grade in school but by the student's progress in each curricular area.
3. An organized program of academic levels of achievement which determines integration into regular education programs.

A SPECIAL EDUCATION COURSE OF STUDY could provide PARENTS OF SPECIAL EDUCATION STUDENTS with a document that could be reviewed to help clarify:

1. The specific purpose and function of the special education model in which their child is receiving special education instruction.
2. The organization and implementation of educational objectives as they appear on their child's IEP.
3. The differences in special education program models.
4. The process by which their child may be considered for regular education programming.

A SPECIAL EDUCATION COURSE OF STUDY could provide ALL with a document that delineates a process leading toward program completion.

I. COURSE OF STUDY RATIONALE

Special education programs have gone through many changes in identification criteria, instructional methods, delivery models, as well as legislative mandates. With the many changes taking place the need to assure an articulated course of study for special education programs is a priority.

The following are three important reasons why an articulated special education course of study is imperative:

1. Appropriateness of instruction

A prescribed course of study would assure appropriateness of instruction by identifying and prioritizing individual needs. Since most handicapped students fall behind their age mates in academic skills, teachers tend to over emphasize academic skill development in an effort to catch students up. Unfortunately, exclusive emphasis on academic skills can lead to the neglect of essential life skills instruction. A course of study would identify and prioritize individual needs as well as establish long range outcomes to parents of handicapped students.

2. Promotion and Completion of Program

A course of study clarifies the process of promotion, leading to the completion of a student's course of study. The question then arises concerning diplomas for the handicapped student whose course of study may differ from that of the nonhandicapped student. Receiving a high school diploma represents the participation in a prescribed instructional program. Some content areas are required by state law, however, there are no required levels of knowledge or skill acquisition described by state law or regulations. Standards for achievement in content areas are determined by local school districts. To account for learning differences, an officially adopted alternative course of

study would specify meaningful and realistic content for handicapped students. Equivalent credit could then be given to handicapped pupils receiving instruction appropriate to their needs in a special education program, as is granted to nonhandicapped student participating in the regular program. Therefore, after receiving instruction and credit under the adopted course of study, school districts could justify promotion and graduation practices if they wished to do so.

3. Termination of special education services

A course of study constitutes a prescribed program upon which the district could justify termination of special education services through graduation. Recent legal events make the adoption of a special education course of study a necessity. Plaintiffs have charged that graduation constitutes a change in placement under Public Law 94-142. They claim that before a handicapped pupil may be graduated, which means termination of services in Iowa, prior notification must be provided to parents, an opportunity to appeal must be provided, and services may not be terminated unless a multi-disciplinary staffing team decides that the student is no longer in need of special education or had completed the prescribed program. As a consequence of this potential for litigation, it becomes clear school districts can no longer ignore the unique problems presented by the graduation or termination of services to handicapped students.

Currently school districts in Iowa are being faced with legal challenges to existing graduation requirements for handicapped

students. Schools without a course of study have had difficulty in identifying the prescribed program for handicapped students and have not always been able to justify graduation and service termination practices. Termination of special education to the handicapped student before the age of 21 can be contested unless the student has experienced a prescribed special education program. Without a prescribed program or specified alternative course of study justifying graduation of handicapped students when they are still legally eligible for services may be difficult. An alternative course of study could specify those graduation criteria which differ from the regular program and thus justify termination of services.

Under Iowa Law and Rules, high school diplomas may be granted to handicapped students when the school district adopts policies and curriculum which allows handicapped pupils to meet alternative school requirements. The following course of study was developed to provide that structure from which school districts could develop curriculum.

II. INTRODUCTION

Federal and state legislation regarding the education of handicapped students have had the combined impact of greatly expanding the field of special education. The issues of appropriate identification of our handicapped population and judicious staffing and placement procedures have received great emphasis during the past decade. Because of this, these procedures are reasonably well refined and solidly in place in most of our educational settings. Unfortunately, there has not been

a great deal of attention focused on what transpires in the special education programs once a youngster has been identified and placed in a special education setting. Individualized Educational Programs have received a great deal of acclaim, but special education courses of studies have not been adequately addressed in many situations.

It is not the intention of this committee to attempt to prescribe to local school districts a mandatory special education course of study. Rather, it is our intention to heighten the awareness of the need for curriculum articulation and continuity for handicapped students being served in special education programs. And, further, to provide a working model of what a senior high school special education course of study may look like. This will hopefully encourage LEA's to look at their own efforts with regard to special education courses of study.

The function of this committee has been to take a close look at senior high school special education programming. Since the responsibility for programmatic decisions regarding mildly handicapped students served in Resource Teacher Program (RTP) models essentially lies with regular educators, the basic thrust of this endeavor was oriented toward the needs of students served in Special Class with Integration (SCI) and Self-contained Special Class (SSC) programs. The scope of this examination has included the following special education programs at the senior high level: multicategorical special class with integration, categorical classes for the emotionally disabled, the trainable mentally disabled, and the severely and profoundly handicapped. In attempting to address the many issues associated with special education programming, careful consideration must be given to federal law, state law, the Code

of Iowa, and rules and regulations generated by the division of special education within the Department of Public Instruction. In addition to the above listed considerations, the autonomy of local education agencies must be respected and general secondary curriculum, the framework in which special education must be designed, has to be considered. Based upon these considerations, the language/communication area, math, physical education, social studies, science, and career education have been subcomponents that were studied.

Senior high school special education programming should be the planned learning activities that are sponsored by the school in the cognitive, affective/social, and psycho-motor areas of functioning. Four questions that must necessarily be posed prior to designing special education programs are as follows:

1. What educational outcomes should the program seek to attain?
2. What educational experiences can be provided that are likely to attain these outcomes?
3. How can these educational experiences be effectively organized?
4. How can we ascertain whether these outcomes were being realized?

It is our recommendation that the three basic program components in senior high school special education should be academic, personal/social, and career/vocational in nature.

III. PHILOSOPHY STATEMENT

It is the intent of Grant Wood Area Education Agency (GWAEA) personnel to ensure that all handicapped students in the seven county area receive a free, appropriate education in the least restrictive education environment. In addition, to appropriate identification, staff, and placement

procedures, it is the agency's role to stimulate and support local school districts in their attempt at both vertical and horizontal articulation of their respective special education curricula.

The following senior high school special education course of study has been generated to function as an example of special education programming. This can be utilized individually and collectively by Local Education Agencies (LEA) served by GWAEA in manners commensurate with the program direction of the LEA's. This model can be adopted in part, modified as seen fit, or not used at all. It is the hope of GWAEA that this particular senior high school special education course of study model serve as a means toward an end; that end being quality special education programming from year to year regardless of teacher and/or student turnovers in local districts.

Currently, a dilemma exists regarding what constitutes the completion of a special education program. Does graduation from high school, in and of itself, suffice? Does successful completion of Individual Education Program (IEP) goals and objectives adequately deal with this issue? Or, do student based educational needs in conjunction with student age determine the point of program culmination? Litigation in the near future will no doubt shape our subsequent philosophy in this area. Another issue on which it is difficult to arrive a consensus is the matter of credits granted toward graduation. Important in this issue is to establish criteria for credit that are compatible with district policy and state requirements. Not only quantitative decisions need to be considered, but also priorities regarding credits should be addressed. The issue of granting "regular" high school diplomas to special education students is also a hotly contested area in contemporary education. It is

our philosophy that formal recognition should be granted to all special education students who successfully complete their educational program.

In light of the fact that the agency serves districts of various sizes with their own unique needs, it is not our intent to mandate a centrally prescribed special education course of study. The agency will commit resources to supporting the maintenance and improvement of special education programming that best serves the needs of those individuals receiving services within the framework of special education programs located in the various LEA's.

IV. OVERVIEW

Special education courses of study development is a far reaching, complex undertaking at best. When discussing or planning special education programming, one must necessarily scrutinize the regular curriculum because of the "mainstreaming" phenomenon existing in contemporary education.

Since special education and regular education are now functioning in tandem, it is no longer feasible to examine either one in isolation. The two components function in an interdependent, interrelated fashion.

Inherent in much of the senior high school special education course of study developed by our committee is the emphasis on survival skills or pragmatic, functional program components. Developmental, remedial, and compensatory approaches are included in this survival skills emphasis. It is our contention that at this level of special education instruction there needs to be a strong focus on knowledge and skill acquisition that is relevant and useful in terms of here and now concerns and circumstances

that will confront the students in the near future. This necessarily involves instruction oriented toward self-help skills, independent living activities and gaining and maintaining employment. It is our contention that this particular posture regarding senior high school special education programming will maximize both the efficiency and effectiveness of programming outcomes.

Another major goal reflected in this model senior high school special education course of study, is that of adequately addressing the affective needs of students via the program components. Attempts should be made to maximize the impact of programming on the acquisition of social skills and feeling of emotional well-being with the students involved. The enhancement and maintenance of self-esteem of individual students should be a top priority in special education course of study development. This goal can be best realized by individualizing instruction as much as possible for all students in each of the several special education programs. The effective use of IEP's in conjunction with carefully planned course of study is perhaps the best way to accomplish this undertaking. An important distinction needs to be made between IEP's and special education courses of study. The course of study concept involves those planned learning activities that are offered to special education students through an instructional delivery system. In broad terms the course of study element can be conceptualized as that total reservoir of skills and knowledge that is taught to the handicapped population. Whereas, the IEP is essentially the cross section of knowledge and skills that a given special education student is expected to learn within the framework of special education course of study. The IEP is an attempt to delineate proposed learning outcomes of individual students, and the special education

course of study is the total set of instructional options from which IEP's may be derived. It is assumed that our model senior high school special education course of study will not satisfy the needs of all those who work in and around senior high school special education programs. However, it is our sincere hope that the following course of study will serve as a guide to those who feel the need for more direction in the area of secondary special education programming.

— COURSE OF STUDY —

SECONDARY MULTI-DISABILITY/SPECIAL CLASS WITH INTEGRATION
 SECONDARY MENTAL DISABILITY EDUCABLE/SPECIAL CLASS WITH INTEGRATION
 SECONDARY EMOTIONAL DISABILITY/SPECIAL CLASS WITH INTEGRATION
 SECONDARY LEARNING DISABILITY/SPECIAL CLASS WITH INTEGRATION

I. DEFINITION OF POPULATION TO BE SERVED

- A. "Multi-Disability" (MD) refers to a special education program or service in which pupils receiving the particular program or service may have different disabilities: Mental Disability Educable (MDE), Learning Disability (LD), Emotional Disability (ED). The term 'multicategorical' may be used interchangeably.
- B. "Mental Disability Educable" (MDE) is the inclusive term denoting significant deficits in adaptive behavior and subaverage general intellectual functioning. For educational purposes, adaptive behavior refers to the individual's effectiveness in meeting the demands of one's environment and subaverage general intellectual functioning as evidenced by performance greater than one standard deviation below the mean on a reliable individual test of general intelligence valid for the individual pupil.
- C. "Emotional Disability" (ED) which is manifested as a behavior disorder, is a pattern of situationally inappropriate behavior, observed in the school setting, which deviates substantially from behavior appropriate to one's age and significantly interferes with the learning process, interpersonal relationships, or personal adjustment of the pupil. The determination of this handicap is largely based on the consistency, intensity, and duration of the behavior of concern.
- D. "Learning Disability" (LD) is the inclusive term denoting deficiencies which inhibit a pupil's ability to efficiently learn

in keeping with one's potential by the instructional approaches presented in the usual curriculum and require special education programs and services for educational progress.

These deficiencies occur in the acquisition of learning skills and processes or language skills and processes, including, but not limited to the ability to read, write, spell or arithmetically reason and calculate. These deficiencies may also be manifested in an inability to receive, organize, or express information relevant to school functioning.

The deficiencies displayed by pupils with learning disabilities are not primarily due to sensory deprivation, mental disabilities, severe emotional disabilities, or a different language spoken in the home.

II. DEFINITION OF MODEL PROVIDING PROGRAMS AND SERVICES

- A. Special Class with Integration - an educational program for children requiring special education with similar educational needs who are enrolled in a special education classroom but who can profit from participation in one or more academic/nonacademic subjects with pupils who are not handicapped. These programs may be operated on a multi-disability basis when approved by the department. This program model includes provision for ongoing consultation and demonstration with the pupil's teachers.

Note: For a more detailed description, see Appendix: Operational Guidelines for Special Class with Integration.

III. CHARACTERISTICS OF SCI COURSE OF STUDIES

- A. One course of study

Historically, general and special educators have agreed that learning is sequential, one skill built upon another, regardless

of individual differences or disabilities. More importantly, however, individual differences/disabilities, have and continue to determine that the methods and strategies used to teach skill building as well as ultimate potential, varies from one individual to another.

With learning being sequential, one course of study has been compiled as an example for the Special Class with Integration programs.

B. Delivery System

The key ingredient, however, in providing the program, rests with the delivery system focus utilized by the special education teacher. This is based, primarily, upon each student's handicapping condition as well as the educational outcomes expected.

The following diagram serves as clarifying what is meant by this difference in delivery systems as were previously defined in the definitions of populations to be served in Section I.

DELIVERY SYSTEM FOCUS	POPULATIONS		
	LD	MDE	ED
Primary focus for delivery	Remediation in specific skill deficiencies	Functional/independent living skills	Appropriate social behavior
Secondary focus	Survival/com- pensatory skill development	Adaptive social behavior growth; Career/Vocational education	Academic skill development

C. Individualizing the course of study

The course of study is written so that any student eligible for these programs, regardless of their handicapping condition, can be individually assessed for entry into the continuum of skills in each of the areas of study and have an individual (three to four year) projected plan leading toward completion of their program and graduation.

Depending upon individual disabilities as well as expected outcomes, a student may remain within the special program or move along the continuum of least restrictive alternatives:

SCI ———> RTP ———> full time regular education.

IV. AREAS OF STUDY TO BE INCLUDED

The areas of study provided in this manual include the following; but it is not suggested that total programming be limited to only these six: Language Arts, Social Studies, Math, Science, Physical Education and Career Education. These particular areas were selected and written for three reasons:

- 1) The Code of Iowa mandates specified units for every student in all areas, but career education;
- 2) Local school districts mandate specified units for every student in all areas, but career education, and;
- 3) One only needs to read daily newspapers to realize that unemployment problems continue to exist so career education was naturally incorporated so that handicapped individuals can become equipped with as many technical and employability skills as possible to compete with their nonhandicapped peers in the job market.

V. EDUCATIONAL OUTCOMES

The overriding goal for any student completing a Special Class with Integration program is to possess his or her ultimate in functional/social skills to become an independent, contributing member of the community.

Upon entering the program, each student's individual strengths and weaknesses will be assessed in each course of study to determine individual goals and objectives, as well as expected outcomes leading toward completion of their program.

The student's Individualized Education Program (IEP) will denote those skills and experiences which will best provide for their greatest degree of functional independence.

CAREER EDUCATION

Career education brings into the educational process the realities of the world and experiences that prepare students for life as contributing members of society. When incorporated into the existing course of studies, career education has as its goal, the creation of positive career objectives through the involvement of community resources and educational agencies.

Career education is designed to assist students explore their vocational aptitudes and interests as they relate to practical, real world job situations. Various assessment instruments will be utilized to gather information regarding student aptitudes and interests as they relate to the work world. This data will assist in identifying worker trait groups appropriate for each student. These worker trait groups will then be used in matching community work sites with particular students as well as assist in the academic component which will compliment the on site work experiences.

The work experiences will begin in nonpaid exploratory situations leading toward a paid community position. The career education component is divided into three courses. These courses are arranged in sequential order:

Course I: Career Exploration

Course II: Career Preparation I

Course III: Career Preparation II

COURSE TITLE: Career Exploration

GRADE LEVEL: Senior High School SCI Programs

COURSE NUMBER:

TERMS OFFERED:

CREDITS:

COURSE DESCRIPTION:

The career exploration course helps students begin to decide what they want to do for the rest of their lives. Students determine interests, then choose occupations and work situations they would like to know more about. Experience becomes a key word as students observe and participate in a variety of non-paying jobs in the school/community. Placement at each site will vary from three to twelve weeks. During placement, student's activities are supervised by a resource person. While "at site" students complete academic activities related to the work situation. Satisfactory completion of assignments can enable the student to earn high school credit required for graduation. These learning activity sheets specify the lessons in academic areas that must be completed by the student. Most activities are assigned to be completed while the students are at the site thus correlating the academic experience with the work situation.

AREAS OF STUDY: CAREER EXPLORATION

The student will:

1. Define terminology related to self awareness.
2. Identify own personal attributes and attitudes.
3. Identify changes needed in personal attitude.
4. Define terminology related to vocational interests.
5. Identify personal interests related to vocations.
6. Define terminology related to aptitudes.
7. Complete various aptitude assessments.

8. Identify worker trait groups matching interest and aptitude inventory results.
9. Explore various nonpaying work sites (school and community) completing academic activities related to the work situation.

STUDENT EXPECTATIONS:

In order for students to move to Career Preparation I, they should satisfactorily complete activities as outlined from the above nine areas as judged appropriate by the special education teacher, resource person, support staff, student and parent. More specifically, each student must receive satisfactory ratings from the supervisor at the work sites (resource person) as well as on the learning activity sheets related to those sites.

If after the exploration program, it is judged that a student is not ready to move to Career Preparation I, the following options could be explored:

1. Involve Vocational Rehabilitation to explore resources such as:
 - a. Vocational assessment in Des Moines.
 - b. Vocational assessment at Kirkwood Skills.
 - c. Vocational assessment at Handicapped Systems.
2. Repeat Career Exploration with adaptations to meet individual strengths and weaknesses.

COURSE TITLE: Career Preparation I

GRADE LEVEL: Senior High School SCI Programs

COURSE NUMBER:

TERMS OFFERED:

CREDITS:

COURSE DESCRIPTION:

After successfully exploring several work sites during Career Exploration, students are now ready to select and be involved in on-the-job training; paid situations.

The students will be involved with experiences that will begin to develop skills to make them employable after leaving the high school program. They will continue "in-depth" opportunities to develop personal/social skills to enhance their opportunities in the world of work.

While involved in the paid on-the-job training experience(s), the student will relate that experience to classroom activities fulfilling the areas of study.

AREAS OF STUDY: CAREER PREPARATION I

The student will:

1. Define terminology related to roles and duties of a supervisor.
2. Identify the roles and duties of a supervisor.
3. Define terminology related to responsibilities of a worker.
4. Identify the responsibilities of a worker.
5. Define terminology related to job communication.
6. Identify, verbalize and complete forms related to job communications.
7. Define terminology related to co-worker relationships.
8. Identify proper relations with fellow workers.
9. Define terminology related to unions.
10. Identify the need for unions.

11. Identify different types of unions.
12. Identify problems to be agreed on by a union and an employer.
13. Verbalize how to join a union.
14. Identify strikes, lay-offs, work stoppage, and collective bargaining.
15. Complete academic activities related to the work situation(s).

STUDENT EXPECTATIONS:

In order for students to move to Career Preparation II, they should satisfactorily complete activities as outlined in the above 15 areas as judged appropriate by the special education teacher, employer, support staff, student and parent.

More specifically, each student must receive satisfactory ratings from the employer at the on-the-job training experience(s) as well as the in-school learning activities related to that experience.

If after the on-the-job training experience it is judged that the student is not ready to move to Career Preparation II, the student will be reinvolvement with Career Preparation I with adaptations to meet individual strengths and weaknesses.

COURSE TITLE: Career Preparation II

GRADE LEVEL: Senior High School SCI Programs

COURSE NUMBER:

TERMS OFFERED:

CREDITS:

COURSE DESCRIPTION:

Career Preparation II is designed to meet two main goals.

First: To provide students with continued assistance and support while involved in a paid work situation.

Second: To provide the students with those skills necessary in the transition and termination of the high school program that will enable them to seek, obtain and maintain a paid work position post high school completion.

While involved in a paid work position in the community the student will relate that experience to classroom activities fulfilling the following areas of study.

AREAS OF STUDY: CAREER PREPARATION II

The student will:

1. Define terminology related to job sources.
2. Identify public and private employment agencies.
3. Locate and read help wanted ads in the newspaper.
4. Identify contacts in job search.
5. Define terminology related to job application.
6. Demonstrate how to use an application.
7. Define terminology related to job interviews.
8. Identify and practice proper interview techniques.
9. Complete academic activities related to the finding, securing and maintaining of a work situation.

STUDENT EXPECTATIONS:

In order for students to have satisfactorily completed Career Preparation II, they must complete activities as outlined in the above nine areas as judged appropriate by the special education teacher, employer, support staff, student and parent. More specifically, each student must receive satisfactory ratings from the employer at the work station as well as the in-school learning activities related to finding, obtaining and maintaining a paid work position.

READING/LANGUAGE ARTS

The Language Arts program is designed to equip students with practical language/communication skills for use at home, on the job and in the community. More specifically, it is designed to meet the individual needs of pupils who are deficient in one or more of the basic reading/language skills areas. The Receptive Language Areas of Reading, Observing, Listening, as well as the Expressive Language Areas of Speaking, Writing and Behaving will be emphasized.

The Language Arts program is based upon a continuous progress organization system. The program will begin by pinpointing deficiencies through a comprehensive battery of diagnostic tests. The program acknowledges that instruction will be appropriate to the sophistication of the learner. It is unrealistic to expect that students will acquire new and important learnings when they do not have the prerequisite background. The continuous progress program is organized into three sequential levels of instruction. This design is not determined by the student's grade in school, but rather by the student's point of entry and progress in the course of study areas as determined by diagnostic tests. If the results indicate that a student has mastered the concepts of these three courses, the regular language arts course of study will be explored. Each of the three Language Arts courses consist of two interrelated components; Reading and Language Arts skills. Although they are not taught in isolation they have been separated from each other in the courses areas of study. This was done only for ease in explaining the skills to be taught.

The Reading component consists of reading programs that may be classified into one of two general approaches which depends on whether the emphasis is on 1) comprehension or 2) word identification (Harris and Spray, 1979). Comprehension or meaning emphasis programs initially place emphasis on obtaining meaning from the written form of language, whereas the word identification or

code-emphasis programs initially stress the ability to decode or work out the pronunciation of written words. The basic difference influences the material and methods used. Whether one employs the comprehension or the word identification approach depends upon the best individual learning style of the student.

Meaning Emphasis Approaches

Three approaches that place primary emphasis on reading for meaning are:

1. Eclectic Basal-reader Programs: Organized, detailed method for developing reading skills.
2. Language-experience Programs: These programs attempt to integrate the language skills of listening, speaking, writing, and reading.
3. Individualized Developmental Reading: This program uses individual reading in a variety of materials as the core rather than as a supplement.

Code-Emphasis Approaches

Three types of code-emphasis programs are:

1. Phonic Programs: These programs place emphasis on learning symbol-sound associations and application of phonic generalizations.
2. Linguistic Programs: These programs place their main emphasis on decoding in the beginning stages of learning to read, i.e., teaching letter names, not sounds; restricting vocabulary almost entirely to words that have consistent relationships. . . man, fan, can, etc.
3. Special Alphabet Programs: This program modifies the alphabet in hopes that it would be easier to read and spell, i.e., i. t. a.

Individualized skill emphasis programs also should be considered as an approach to the teaching of reading. Materials are presented so that learning can take place in very small steps where learners actively respond with probable success and almost immediate feedback as to the correctness of the response. Programmed

Materials, i.e., McGraw Hill, Computer Assisted Instruction and Diagnostic/Prescriptive Reading Instruction all employ the individualized methodology.

Reading/Language Arts Course Titles

1. Language Arts I
2. Language Arts II
3. Language Arts III

The information presented in the Reading/Language Arts areas were chiefly obtained from the following two sources:

Harris, Albert J. and Spray, Edward R., How to Teach Reading, Longman, Inc., New York, 1979.

Rubin, Dorothy, The Intermediate-Grade Teacher's Language Arts Handbook, Holt, Rinehart and Winston, 1980.

COURSE TITLE: Language Arts I

GRADE LEVEL: Senior High School SCI Programs

COURSE NUMBER:

TERMS OFFERED:

CREDITS:

COURSE DESCRIPTION:

This foundation course is designed to provide the very basic skills of reading, observing and listening in the receptive language area as well as speaking, writing and behaving in the expressive language area.

AREAS OF STUDY: LANGUAGE ARTS I

I. Reading

- A. Basal-reader Programs
- B. Language-experience Programs
- C. Individualized Developmental Reading
- D. Phonic and Linguistic Programs
- E. Individualized Skills-emphasis Programs
- F. Independent Reading
- G. Functional Reading

II. Language Arts Skills and Study Skills (Rubin, 1980)

A. Developing Listening Skills

- Is able to differentiate between and among various sounds.
- Shows increasing desire to learn through listening efficiently and effectively.
- Shows increasing responsibility for listening efficiently and effectively.
- Responds to more complicated verbal questions, directions, and statements.

- Listens to peers, as well as to instructors and other speakers, to get information and knowledge and to develop understanding.
- Recognizes and respects the needs of others for group listening.
- Accepts responsibility of raising questions when the ideas of the speaker have not been understood.

B. Developing Oral Communication Skills

- Is able to speak logically and with clarity.
- Is able to use stress, juncture, and pitch effectively in speaking.
- Is able to use body movements effectively while speaking.
- Uses a variety of sentence types in speaking.
- Tends to use more complex sentences in speaking.
- Uses words correctly and is continuing to increase his or her vocabulary.
- Engages in conversation freely.
- Respects other persons when they are speaking.

C. Developing Vocabulary Skills

- Is using words with more than one meaning correctly.
- Is able to use synonyms and antonyms effectively in speaking and writing.
- Is able to use context clues to figure out word meanings.
- Is able to use word parts to figure out the meanings of words.
- Is able to work with analogies.
- Is able to solve word riddles.

D. Developing Writing Skills

Punctuation:

- Uses the apostrophe in contractions.
- Uses the apostrophe in singular and plural possessives.
(To show ownership for plural nouns ending in -s or -es, an apostrophe is added after the s. To show ownership for plural nouns not ending in -s or -es, an apostrophe and -s are added.)
- Uses a hyphen between syllables in separating a word at the end of the line.
- Uses an exclamation mark to express strong emphasis or emotion.
- Uses an exclamation mark for a command. (Optional)
- Uses a comma to separate items in a series.
- Uses a colon after the salutation in a business letter.

Capitalization:

- Capitalizes the following:
 - All names of countries, towns, avenues, streets, and so on are capitalized.
 - Any word used as a name; for example, Mother, Father, but not his mother, her father.
 - Titles of books, poems, stories, movies, and magazines as well as names of languages, buildings, institutions, and companies.
 - The first word of a direct quotation, historical periods, names of nationalities, a direction that names a definite area, and, in outlining, the first word of each main topic, subtopic, and detail.

Writing Sentences:

- Recognizes that a sentence is a word or group of words stating, asking, commanding, supposing, or exclaiming.
- Recognizes that a sentence contains a subject and a verb that are in agreement in number with one another.
- Recognizes that a sentence begins with a capital letter and ends with a period (.), a question mark (?), or an exclamation mark (!). Examples:
 - Jennifer is pretty. (statement or declarative sentence)
 - Who is he? (question or interrogative sentence)
 - Stop him. (command or imperative sentence)
 - Help! (expression of great emotion or exclamatory sentence)
- Recognizes that an interjection is a word usually used with an exclamation mark to express emotion, and that it is independent of the rest of the sentence. Example: Oh!
- Learns that some sentences may be as brief as one word. Examples: Stop. Go. Help!

Writing Paragraphs:

- Recognizes that a paragraph consists of a topic sentence followed by a number of related sentences and usually ends in a concluding statement.
- Recognizes that the topic sentence is generally the first sentence in a paragraph, but it doesn't have to be.
- Recognizes that the related sentences tell something about the topic sentence and are arranged in some order to make sense.

Writing Topic Sentences:

- Recognizes that the topic sentence is usually the first

sentence in a paragraph, and it states what the paragraph will be about by naming the topic.

-Learns that the topic sentence usually gives clues to the development of the main idea of the paragraph.

-Recognizes that from the topic sentence readers can anticipate certain events. They can determine that the subsequent (following) sentences will supply supporting details as examples, comparison/contrasts, sequence of events, cause and effect situations, and so on, to support the main idea.

Writing Concluding Sentences:

-A good paragraph does not end with some minor point or detail. It generally ends with some strong point, a conclusive statement, a restatement, or a question relating to what has preceded. In ending a paragraph, students learn to avoid terms such as in conclusion, in ending, to sum up, and so on.

Writing a Composition:

-Is able to choose a topic that is neither too narrow nor too broad.

-Is able to write a topic sentence for an opening paragraph of the composition so that readers will be prepared for what is to follow.

Outlining:

-Uses Roman numerals for the main topics, putting a period after each Roman numeral.

-Uses capital letters for subtopics, with a period after each capital letter. Indents the subtopics.

- Uses ordinary numerals for details under subtopics and small letters under the details for less important points.
- Puts a period after each number and letter.

Notetaking:

- Is necessary when many different books are to be used.
- Is used to organize material.
- Is best done on index cards that should have the following information:

1. Name of author, title of book, publisher, date of book.
2. The topic of the report and the subtopic to which the particular note applies should be written at the top of the card.
3. The recorded information may be a summary, figures, a definition, a quotation, or the like.

Letter Writing:

- Knows the forms for different letters.
- Knows that there are five parts to a friendly letter: Heading, salutation, body, closing, and signature.
- Knows that a business letter has the same form as a friendly letter, but the inside address is added and, sometimes in typed letters the signature identification is added.

Creative Writing:

- Uses descriptive language effectively.
- Incorporates similes in his or her writing.
- Incorporates metaphors in his or her writing.
- Incorporates personification in his or her writing.

E. Developing Spelling Skills

- Is able to pronounce words accurately.
- Is able to make proper phoneme (sound) -grapheme (letter) relationships. (encoding)
- Is able to make proper grapheme (letter) -phoneme (sound) correspondences. (decoding)
- Uses phonic analysis as an aid in spelling by recognizing the following:

1. Consonants

a. Single Consonants

Initial

Final

- b. Consonant blends (clusters) (br, sl, cl, st, and so on).
- c. Consonant digraphs (th, sh, ph, ch, and so on).
- d. Silent consonants (knot, gnat).

2. Vowels

- a. Short vowels (cot, can, get, and so on).
- b. Long vowels (go, we, no, and so on).
- c. Final silent e (bake, tale, role).
- d. Vowel digraphs (ea, oa, ie, ei, ai, and so on).
- e. Diphthongs (oi, oy).

3. The effect of r on the preceding vowel.

- Is able to apply the following syllabication rules to words:

- 1. Vowel consonant/consonant vowel rule (vc/cv) (but/ter, can/dy).
- 2. Vowel/consonant vowel rule (v/cv) (na/tive, ca/bin).
- 3. Special le rule (/ble) (ca/ble, cy/cle).

- Is able to apply phonic analysis to syllabicated words with:

- 1. An open syllable (no/ble).

2. Closed syllable (no/ble).
3. A vowel digraph (believe).
4. A diphthong (foi/ble).
5. A silent e (re/bate).

-Uses known phonograms or graphemic bases (a succession of graphemes that occurs with the same phonetic value in a number of words [ight, ack]) to spell words.

-Has acquired all the noun generalization rules and applies them to spell noun plurals correctly.

F. Developing Word Usage Skills

-Will be able to expand his or her sentences by using modifiers for both nouns and verbs.

-Will be able to change meanings of sentences by changing the position of words in them.

-Will be able to change a simple declarative sentence with a transitive verb such as The cat drinks milk into a passive, negative, and interrogative sentence.

-Given this kernel sentence, will be able to expand it to include modifiers for both children and play: Children play.

-Will be able to distinguish between sentence fragments and sentences.

-Will be able to recognize run-on sentences.

-Will be able to write declarative, interrogative, exclamatory, and imperative sentences.

-Will be able to write sentences with the proper subject and verb agreement.

-Will be able to write sentences according to a number of different patterns.

STUDENT EXPECTATIONS: In order for students to move to Level II, they should satisfactorily complete activities as outlined from the preceding areas as judged appropriate by the special education teacher, support staff, student and parent.

If it is judged that a student is not ready to totally move to Level II, adaptations will be made within Level I so the student may repeat the courses areas of study to meet the final expectations set.

COURSE TITLE: Language Arts II

GRADE LEVEL: Senior High School SCI Programs

COURSE NUMBER:

TERMS OFFERED:

CREDITS:

COURSE DESCRIPTION:

Language Arts II is designed to utilize the foundation skills presented and learned in Level I to provide students with functional independent language skills used in everyday living.

In conjunction with the unique information presented in each of the following areas of study, both the Receptive and Expressive Language Areas will be emphasized.

AREAS OF STUDY: LANGUAGE ARTS II

I. Reading

- A. Developmental Reading
- B. Oral and Silent Reading
- C. Recreational Reading
- D. Functional Reading

II. Utilizing Language Arts Skills to Acquire Knowledge

A. Driver's License Language

Essential vocabulary that a driver's license applicant needs to know in order to pass the exam and drive safely.

B. Medical Language

Concentration on words important for finding one's way around and understanding what goes on at a medical center or hospital.

C. Job Application Language

Essential vocabulary found on job application forms.

D. Entertainment Language

Basic words and phrases seen in theaters, entertainment schedules, music stores, etc.

E. Clothing Language

Concentration on words commonly seen in clothing stores, in ads, and on garment labels.

F. Restaurant Language

Assists in reading menus in eating places ranging from fast food counters to posh restaurants.

G. Supermarket Language

Concentration on words and phrases seen on signs and product labels in supermarkets.

H. Credit Language

Basic words from credit applications, cards, and monthly statements.

I. Banking Language

Essential words associated with the use of a bank, a checking account, and a savings account.

J. Reading and Following Directions

Reading signs, labels and instructions necessary for survival in today's world.

STUDENT EXPECTATIONS:

In order for students to move to Level III, they should satisfactorily complete activities as outlined in the preceding ten areas as judged appropriate by the special education teacher, support staff, student and parent.

If it is judged that a student is not ready to move to Level III, adaptations will be made within Level II so that the student may repeat the necessary courses areas of study to meet the final expectations set.

COURSE TITLE: Language Arts III

GRADE LEVEL: Senior High School SCI Programs

COURSE NUMBER:

TERMS OFFERED:

CREDITS:

COURSE DESCRIPTION:

Language Arts III is designed to strengthen and build upon the foundation skills presented in Levels I and II so that students will possess the language skills necessary to receive and express communication skills effectively in a variety of social, recreational and vocational settings.

AREAS OF STUDY: LANGUAGE ARTS III

I. Reading

- A. Developmental Reading
- B. Recreational Reading
- C. Functional Reading

II. Language Arts Skills and Study Skills (Rubin, 1980)

A. Developing Listening Skills

- Shows increased skill in offering constructive criticism when reacting to reports, comments, and other activities of classmates and teachers.
- Follows an argument, a discussion, a problem-solving situation, and so on in order to contribute effectively to the development of group understandings.
- Responds emotionally to good poetry and prose.
- Is gaining a sympathetic understanding of people of other times and other places through listening to good literature.
- Is gaining an understanding of life through vicarious experiences in listening.

- Begins to recognize the use of words in influencing the listener.
- Shows increased awareness of shades of meaning of words.

B. Developing Oral Communication Skills

- Enters into class discussions freely.
- Is able to present oral reports on various topics.
- Is able to present an oral book report.
- Is able to participate in a formal oral discussion.
- Is able to read a story aloud effectively.
- Is continuing to acquire telephoning skill.
- Is able to interview different persons.
- Is gaining skill in using television as part of the communicative process.
- Freely engages in the following activities: Creative dramatics, role-playing, pantomime, storytelling, choral speaking, puppetry.

C. Developing Vocabulary Skills

- Is able to build words, using word parts.
- Shows that he or she has acquired a vocabulary consciousness not only by recognizing that some words have more than one meaning, but also by asking for or looking up the meanings of words he or she does not know.
- Is acquiring skill in dealing with the connotative meaning of words.
- Is increasing his or her vocabulary.
- Is able to categorize things into more general or more specific categories.
- Shows that he or she enjoys using new words by incorporating them in his or her oral and written expression.

D. Developing Writing Skills

Punctuation:

- Uses a comma to set off a quotation.
- Uses quotation marks before and after a quotation.
- Uses a comma to help make sentences clearer.
- Uses a comma in figures containing four or more digits.
(Optional for four digits.)
- Uses commas with transitional words - such as however, indeed, that is, for example, in fact, and so on.
- Uses quotation marks for special words in a sentence.
- Uses quotation marks for setting the title of a poem, short story, magazine article, chapter, and so on.
- Uses a colon to set off a list of items.
- Uses a colon in writing time. Example: 9:00 p.m.
- Underlines the title of a book.

Writing Sentences:

- Recognizes that in sentences such as Stop, Go, and Help! the subject, you, is understood and that the punctuation helps give meaning to the sentences.
- Is beginning to write compound sentences.

1. He or she recognizes that a compound sentence contains two or more groups of words that can stand alone as sentences.

Each group of words must have its own subject and verb. Examples:

My sister is an excellent ball player, and my brother is a good musician.

My sister is a good ball player, but it doesn't interfere with her music.

2. Recognizes that each of the compound sentences has two groups of words that can stand alone as a simple sentence because each has a subject and a verb and each expresses a complete thought. Examples:

My sister is an excellent ball player.

My brother is a good musician.

My sister is a good ball player.

It doesn't interfere with her music.

3. Is beginning to use a comma with a conjunction such as and or but to combine two sentences into a compound sentence.

-Is beginning to avoid the overuse of conjunctions in writing sentences.

-Avoids certain unacceptable sentence fragments. For example:

Into the store, When she came, And in a second, and Although he is are not sentences.

-Recognizes that the careful placement of words is important to gain clarity in sentence writing. Examples of misplaced words:

The girl ran down the street in a green coat.

The baby drank the milk with a smile.

Examples of correctly placed words:

The girl in a green coat ran down the street.

The baby, with a smile, drank the milk.

Writing Paragraphs:

-Recognizes that the beginning of each paragraph is indented.

-Recognizes that paragraphs, like sentences, should have unity and order.

- Recognizes that the sentences in the paragraph must have some kind of coherence.

- Recognizes that some words such as after, then, moreover, however, therefore, help link sentences.

Writing Topic Sentences:

- Recognizes that it is possible for any sentence in the paragraph to be the topic sentence, and some paragraphs may not have a topic sentence.

- Learns not to confuse the topic sentence with the main idea.

- Learns the topic sentence usually anticipates both the main idea and the development of the main idea, and it may or may not contain the main idea.

- Recognizes that even though a topic sentence exists and is stated explicitly (fully and clearly) in the paragraph, the main idea may not be explicitly stated.

Writing a Composition:

- Is able to combine paragraphs so that they are all related to the topic that he or she has chosen.

- Is able to write a concluding paragraph.

Outlining:

- Begins each topic with a capital letter, whether it is a main topic, a subtopic, or a detail. Does not put a period after a topic, a subtopic, or a detail. Does not put a period after a topic unless it is a sentence.

- Keeps Roman numbers, capital letters, ordinary numbers, and small letters in straight vertical lines.

-Recognizes that topics are usually phrases, sometimes sentences. Does not mix phrases and sentences in the same outline.

Letter Writing:

- Knows that headings are conventional.
- Knows that the salutation, closing, and signature express the relationship between the writer and the reader in a friendly letter.
- Knows that accurate dates and return addresses are important.

Creative Writing:

- Writes different kinds of poems.
- Uses imagination in writing.

E. Developing Spelling Skills

-Has acquired a number of spelling rule generalizations and uses them to spell the words to which they apply correctly.

-Is able to use structural analysis such as the following to spell words:

1. Compound words (grandmother, caretaker).
2. The root or base of a word (turn, state).
3. Suffixes (tion, al).
4. Prefixes (re, un, non).
5. Combining forms (bio, cardio, auto).
6. Derivatives
 - a. Root plus prefix.
 - b. Root plus suffix.

-Is able to spell many homonym or homophone demons such as principal, principle.

- Uses dictionary as an aid.
- Has acquired skill in alphabetizing.

F. Developing Word Usage Skills

- Will be able to construct simple and compound sentences.
- Will be able to use a number of irregular verbs such as ride, rode; know, knew; swim, swam; steal, stole; rise, rose; lie, lay; drink, drank, and so on.
- Will be able to distinguish between such words as teach - learn; can - may; let - leave; who - which; good - well; bring - take.
- Will omit double negatives.
- Will avoid using unnecessary words.
- Will be able to use verbs in different tenses correctly.
- Will be able to use coordinate conjunctions such as but and and to connect words, phrases, and sentences.
- Will be able to combine sentences effectively.
- Will have proper agreement of pronouns with their antecedents.

STUDENTS EXPECTATIONS:

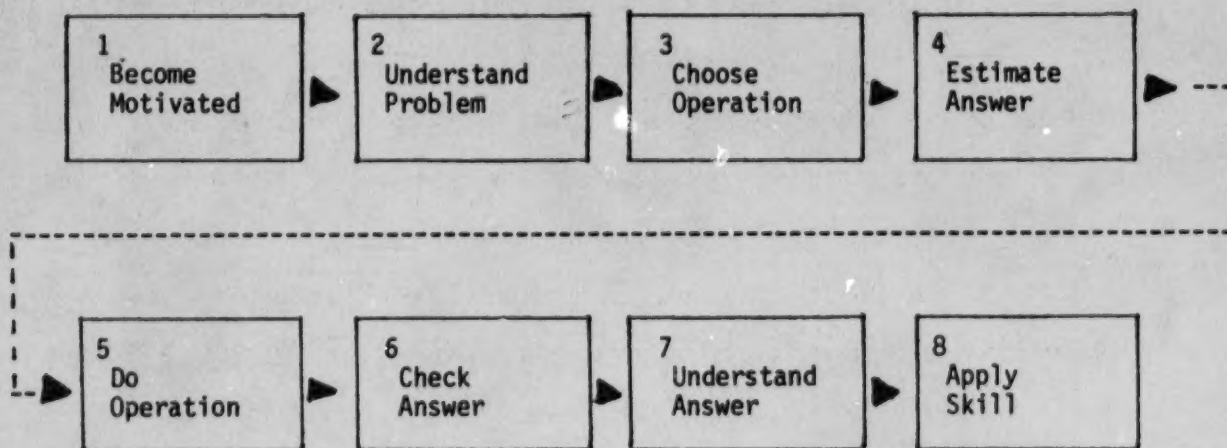
In order for students to complete Level III they must satisfactorily fulfill activities as outlined in the preceding six areas as judged appropriate by the special education teacher, support staff, student and parent.)

MATHEMATICS

The mathematics program includes those basic math skills that are needed for everyday problem solving situations. The basic thrust of the courses are to learn functional math concepts that will make daily living easier.

Functional math refers to the study of uses of mathematics needed for vocational, consumer, social, recreational, and homemaking activities. Functional math also includes the application of these uses. The program is designed to teach two important concepts: a) how math will help students be successful adults, and b) how to use math to be successful adults.

The following diagram depicts an eight-step sequence useful in initiating teaching strategies for the functional math course of study (Schwartz and Budd, 1981). The concreteness, realism, and functionalism of each step are the key considerations.



FUNCTIONAL MATH TEACHING SEQUENCE

The program is divided into three courses. They involve not only the teaching of arithmetic computational skills, but teaching the use of arithmetic to solve everyday problems.

1. Mathematics I
2. Mathematics II
3. Mathematics III

Upon entrance into the high school program, individual assessment will be given to determine entry level. Based upon the results, a student's individual program will be developed. If the results indicate that a student has mastered the concepts of these three courses, a basic math sequence in the regular course of study will be explored.

COURSE TITLE: Mathematics I

GRADE LEVEL: Senior High School SCI Programs

COURSE NUMBER:

TERMS OFFERED:

CREDITS:

COURSE DESCRIPTION:

Mathematics I is designed as a foundation course of study to provide students with the knowledge and skills necessary for a more successful post school adjustment. To help students grow toward self sufficiency, four skills areas involve simple computational skills and the ability to deal effectively with money, time and measurement.

Mathematics I includes two levels with skills being developed sequentially.

Placement in either level or regular class will be determined by assessment.

Each course consists of three interrelated components - Computational Skills, Functional Skills and Practical Application - one skill to enhance the development of another with continuous application of the skills learned to every day problem solving outlined under Practical Application.

AREAS OF STUDY: MATHEMATICS I

I. Computational Skills

A. Numeration and Place Value

The student will:

1. Read and write numerals to 10,000.
2. Count by 100's, 10's, 5's and 2's to 1,000.
3. use $>$ or $<$ in comparing numbers to 10,000.
4. Identify place value of numerals to 10,000.
5. Identify odd and even numbers.
6. Round numbers to nearest ten, hundred, thousand, etc.

7. Write numbers to 100 in words.
8. Identify and write Roman numerals to 100.

B. Addition, Subtraction, Multiplication, Division

The student will:

1. Use basic addition and subtraction facts vertically and horizontally, 0 - 12.
2. Use symbols for +, -, =.
3. Recognize terms "sum", "addend", and "difference".
4. Add two or more addends, two or three digit, with and without regrouping.
5. Subtract two or three digit, with and without regrouping.
6. Master multiplication facts, 0 - 12.
7. Multiply one digit by two or three digits, with and without regrouping.
8. Master basic division facts, 0 - 12.
9. Multiply two digit factors, with and without regrouping.
10. Multiply three digit factors, with and without regrouping.
11. Divide one digit divisor, two or more digit dividend, with and without remainder.

C. Fractions, Decimals, Percents

1. Identify and divide objects into fractional parts using pictures.
2. Identify an equivalent fraction for a given fraction using pictures.
3. List life situation which make use of fractions.
4. Identify place value of decimals to thousandths.
5. Read and write decimals to thousandths.

6. Add and subtract decimals.
7. Demonstrate proper movement of decimal places with multiplication and division.
8. Recognize term and symbol for percents.

II. Functional Skills

A. Money

The student will:

1. Recognize and identify coins and common paper currency.
2. Match coins and currency with numerical value.
3. Find the value of combinations of coins and currency to \$20.
4. Find equivalent coin combinations to 99¢.
5. Use decimal point and dollar signs when recording money values.
6. Compare two or more groups of coins and currency using $>$, $<$, and $=$ to.
7. Make change for purchases under \$10.
8. Add and subtract money values, with and without regrouping.
9. Multiply and divide money values, with and without regrouping.

B. Time

The student will:

1. State days of week, months of year, seasons of year.
2. Demonstrate relationship of years, months, weeks, days.
3. Read and record time to hour, half hour, quarter hour and five minute intervals.
4. Read a digital clock.
5. Use terms a.m. and p.m.
6. Write a given date in words and numerals.
7. Determine the day on a calendar, given a date.

C. Measurement and Geometry

The student will:

1. Identify and write abbreviations for common standard and metric linear measurement units.
2. Measure length using ruler, meter stick, tape measure.
3. Identify and write abbreviations for common standard and metric liquid measurement units.
4. Measure capacity using various sized containers.
5. Identify and write abbreviations for common standard and metric weight measurement units.
6. Measure weight using standard and metric scales.
7. Read standard and metric thermometers.
8. Record temperature using degree symbol.
9. Judge appropriate clothing and activities for a given temperature and vice versa.
10. Read a speedometer.
11. Construct circle, square, triangle and rectangle.
12. Read simple picture, bar and line graphs.
13. Read simple informational charts.

III. Practical Application

- A. Determine proper operation in simple word problems.
- B. Solve one-step word problems.
- C. Demonstrate use of calculator to solve problems.
- D. Demonstrate skills via consumer math problems.

STUDENT EXPECTATIONS:

Each student's individual expectations will be addressed in the student's IEP via the goal(s) and objectives.

COURSE TITLE: Mathematics II

GRADE LEVEL: Senior High School SCI Programs

COURSE NUMBER:

TERMS OFFERED:

CREDITS:

COURSE DESCRIPTION:

Mathematics II is an extension of the skills mastered in Mathematics I. To help students grow toward independent living, a sound foundation as well as application of techniques of the four basic operations, percents, decimals and fractions are necessary.

Mathematics II also includes two levels with skills being developed sequentially. Placement is again determined by assessment with each course consisting of three interrelated components - Computational Skills, Functional Skills and Practical Application - one skill to enhance the development of another with continuous application of the skills learned to every day problem solving outlined under Practical Application.

AREAS OF STUDY: MATHEMATICS II

I. Computational Skills

A. Numeration and Place Value

The student will:

1. Read numerals to 1,000,000.
2. Use $>$ or $<$ in comparing numbers to 1,000,000.
3. Identify place value of numerals to 1,000,000.
4. Round numbers to nearest tenth, hundredth, thousandth.
5. Write numbers to 1,000 in words.

B. Addition, Subtraction, Multiplication, Division

The student will:

1. Add and subtract multiple digits with and without regrouping.

2. Multiply multiple factors with and without regrouping.
3. Divide multiple divisors, dividends with and without remainders.
4. Compute all operations using a calculator.

C. Fractions, Decimals, Percents

The student will:

1. Add and subtract fractions with like denominators.
2. Change fractions to equivalent fractions with different denominators.
3. Add and subtract fractions with different denominators.
4. Reduce fractions to lowest terms.
5. Add and subtract mixed numbers.
6. Change mixed numbers to improper fractions and vice versa.
7. Multiply and divide common fractions and mixed numbers reducing to lowest terms.
8. Multiply and divide multiple number decimals showing correct placement of decimal.
9. Change fractions to decimals and vice versa.
10. Write a percentage given a fraction with denominator of 100.
11. Write a percentage given a decimal to the 100th place.
12. Understand that percentage is part of 100.
13. Find a percentage of a given whole number or decimal.
14. Change decimals to percents and vice versa.

II. Functional Skills

A. Money

The student will:

1. Find the value of combinations of coins and paper currency to \$100.

2. Make change for purchases under \$100.
3. Add, subtract, multiply and divide money values with and without regrouping.
4. Round off money values to nearest cent, etc.

B. Time

The student will:

1. Identify number of days in each month.
2. Read and record time to one minute intervals.
3. Calculate number of minutes between two readings.
4. Define decade, century, leap year.
5. Read and record time to seconds.
6. Identify change which daylight savings makes.
7. Solve problems requiring time zone changes.
8. Use terms annual, semi-annual.

C. Measurement and Geometry

The student will:

1. Use equivalent measures with common standard and metric measurement units in conversion problems.
2. Compute distance on a map using a scale of miles.
3. Compute speed, distance, and time problems using a calculator.
4. Identify parallel lines.
5. Identify center, radius, and diameter of a circle.
6. Identify perpendicular lines.
7. Find perimeter of polygons using calculator.
8. Find area of rectangles using calculator.
9. Construct picture, bar and line graphs.

III. Practical Application

- A. Solve two-step word problems.
- B. Demonstrate use of calculator to solve problems.
- C. Demonstrate skills via consumer math problems.

STUDENT EXPECTATIONS:

Each student's individual expectations will be addressed in the student's IEP via the goal(s) and objectives.

COURSE TITLE: Mathematics III

GRADE LEVEL: Senior High School SCI Programs

COURSE NUMBER:

TERMS OFFERED:

CREDITS:

COURSE DESCRIPTION:

Mathematics III is designed to study the uses of mathematics needed for vocational, consumer, social, recreational and homemaking activities. This course stresses the application of those uses.

AREAS OF STUDY: Mathematics III

I. Purchasing Habits

The student will:

1. Define terminology related to purchasing habits.
2. Define terminology related to advertising.
3. Discriminate between different types of advertising and sales approaches.
4. Identify newspaper, television, radio, printed advertising.
5. Define terminology related to types of stores.
6. List and locate different types of stores within the community.
7. Define terminology related to types of merchandise.
8. Identify types of merchandise.
9. Define terminology related to type of store and type of merchandise.
10. Discriminate which merchandise can be found in various stores.
11. Define terminology related to comparative shopping.
12. Discriminate between prices of same merchandise.
13. Identify discounts, sales and coupons.

14. Identify sizes of merchandise.
15. Discriminate quality between similar items.
16. Complete terminology related to quantity buying.
17. Identify the concept of quantity buying.
18. Define terminology related to weight and cost.
19. Identify weight and price markings.
20. Discriminate between size, shape and weight of container.
21. Define terminology related to sales tax.
22. Identify sales tax.
23. Define terminology related to refunds, warranties and guarantees.
24. Demonstrate procedures of refunding merchandise.
25. List responsibilities regarding warranties.
26. List responsibilities related to guarantees.

II. Budgeting

1. Define terminology related to budgeting.
2. Discuss the need for proper budgeting.
3. Define terminology related to income.
4. Identify various incomes.
5. Define terminology related to paychecks.
6. Identify methods of pay.
7. Discriminate between gross pay and net pay.
8. Define terminology related to expenses.
9. Identify emergency expenses.
10. Show necessary skills for proper salary allocations.

III. Banking

1. Define terminology related to banking services.
2. Identify and explain banking services.

3. Define terminology related to checking.
4. Complete activities related to opening and using a checking account.
5. Define terminology related to savings accounts.
6. Demonstrate how to open a savings account.
7. Define terminology related to safety deposit boxes.
8. Identify reasons for safety deposit boxes.
9. Demonstrate how to rent a safety deposit box.
10. Define terminology related to loans.
11. Identify organizations which loan money.
12. Identify responsibilities in loan repayment.
13. Define terminology related to travelers checks.
14. Identify reasons for purchasing travelers checks.
15. Identify procedures in purchasing travelers checks.
16. Demonstrate proper use of travelers checks.
17. Define terminology related to money orders.
18. Identify reasons for using money orders.
19. Identify how to purchase money orders.
20. Define terminology related to financial counseling.
21. Define reasons and needs for financial counseling.
22. Define terminology related to credit cards.
23. Demonstrate how to apply for credit cards.
24. Demonstrate proper use of credit cards.
25. Identify responsibility related to monthly statements.
26. Identify advantages and disadvantages of credit cards.
27. Define terminology related to computerized banking.
28. Identify aspects of computer banking.

STUDENT EXPECTATIONS:

Each student will express knowledge in the preceding units via written, oral and/or graphic presentations. The degree of knowledge to be shown and method of display will be determined by the teacher and student prior to the beginning of the unit.

PHYSICAL EDUCATION

Students enrolled in SCI programs will be involved in Physical Education classes, adapted classes or alternatives, as any other student in the regular program according to Iowa Code and the districts requirements.

Generally, students will enroll in regular courses just as any student in the building completing the course requirements with no adaptations or alternatives needed.

However, a select few will be in need of said adaptations or alternatives.

When this appears to be the case one of three options become available:

1. Adaptive Physical Education
2. Alternative Physical Education
3. Waiver of Physical Education

Options one and two contain full descriptions on the following pages.

The third option becomes available via an Amendment to Iowa Code, Section 257.

It states that any student in a recognized work program can be waived from Physical Education by the school district administration if it can be shown that the student's work program would be a priority to the Physical Education requirement. The student and parent must request the waiver themselves.

Upon entrance into the high school program, each student's plan will be individually written by the appropriate personnel in a team approach.

COURSE TITLE: Adaptive Physical Education

GRADE LEVEL: Senior High School SCI Programs

COURSE NUMBER:

TERMS OFFERED:

CREDITS:

COURSE DESCRIPTION:

The Adaptive Physical Education Program is designed for those exceptional students, who exhibit motor difficulties (gross and/or fine) which would not allow them to participate with their peers in regular physical education without special adaptations.

These students will be selectively enrolled in regular physical education classes. The courses selected will be based on the expectations of the classes in conjunction with the student's motor strengths and weaknesses.

The program's courses, requirements, goals and objectives will encompass those as stated in the regular physical education course of studies, however, special adaptations will be made within these course offerings to allow for the individual needs, abilities and successes of the exceptional students enrolled in them. These will be addressed in the student's Individual Education Program (IEP).

AREAS OF STUDY: ADAPTIVE PHYSICAL EDUCATION

The student's special education instructor, counselor, regular physical education instructor, with the student/parent will:

1. Select courses from the regular physical education course offerings that would be most beneficial in meeting the student's individual needs.
2. Develop an Individualized Education Program (IEP) addressing:

- a. The student's present level of performance: Noting strengths and weaknesses as they relate to physical education as well as successful instructional strategies (adaptations) to meet those needs.
- b. The goal: Indicating in observable, measurable terms the skill(s) and level(s) of achievement the student is expected to attain via adaptations by the review date.
- c. Short term objectives: Indicating the sequential performance objectives in observable, measurable terms that are directly related to enabling the student to achieve the goal.
- d. Strategies/Materials: Indicating the adapted instructional activities, procedures and materials that will be used to carry out the short term objectives.
- e. Evaluation: Indicating the student's performance related to the stated objectives.

STUDENT EXPECTATIONS:

Each student's individual expectations will be addressed in the student's IEP via the goal(s) and objectives.

COURSE TITLE: Alternative Physical Education

GRADE LEVEL: Senior High School SCI Programs

COURSE NUMBER:

TERMS OFFERED:

CREDITS:

COURSE DESCRIPTION:

Alternative Physical Education is designed to serve those students who have had a history of physical education failure in the regular program after every effort has been made by the school, student and parent to deal with the reason(s) for the failure.

Students will be selected for this separate program because of an abnormal attitude toward physical activity which has prevented them from receiving the benefits of physical activity which they might have derived otherwise. Common among such attitudes are fear of contact, dislike of physical activity, an aversion to dressing in the presence of others, a low expectancy for regular classroom successes or fear that their perceived fragile self-images may be weakened even further in a physical environment that demands responses that they cannot at this time in their lives afford to give.

The Alternative Physical Education Instructor (i.e., the special education teacher/regular physical education teacher) will assist each student in discovering meaningful life-long learning opportunities in recreation and leisure activities as well as work to develop within each student skills and competencies within the social, behavioral, and cognitive areas pertinent to leisure and physical activities.

The course is designed to meet three primary goals:

1. To provide the student with the benefits of physical activity in an alternative course to the regular program.

2. To provide an atmosphere enabling the student to deal effectively with the attitudes which caused the failure in previous year(s).
3. To reduce and/or eliminate from the student's mind the negative stimuli that prevented their access into the regular school curriculum.

With the negative stimuli reduced or eliminated, integration into the regular physical education program becomes more feasible.

AREAS OF STUDY: ALTERNATIVE PHYSICAL EDUCATION

The regular school's physical education course offerings as well as others in the recreation/leisure area will be made available via the alternative section, however, the primary areas of study will vary from student to student pending the individual reason(s) for placement into the program.

The student's special education instructor, regular physical education instructor, alternative physical education instructor (if different from the preceding), counselor, with the student/parent will: _____

1. Develop a program that would be most beneficial in meeting the student's individual needs. This would involve the identical amount of time which is mandated in the regular program.
2. Develop an Individualized Education Program (IEP) addressing:
 - a. The student's present level of performance: Noting strengths and weaknesses as they relate to physical education as well as successful instructional strategies (adaptations) to meet those needs.
 - b. The goal: Indicating in observable, measurable terms the skill(s) and level(s) of achievement the student is expected to attain via alternatives by the review date.

- c. Short term objectives: Indicating the sequential performance objectives in observable, measurable terms that are directly related to enabling the student to achieve the goal.
- d. Strategies/Materials: Indicating the alternative instructional activities, procedures and materials that will be used to carry out the short term objectives.
- e. Evaluation: Indicating the student's performance related to the stated objectives.

STUDENT EXPECTATIONS:

Each student's individual expectations will be addressed in the student's IEP via the goal(s) and objectives.

COURSE TITLE: Science/Health

GRADE LEVEL: Senior High School SCI Programs

COURSE NUMBER:

TERMS OFFERED:

CREDITS:

COURSE DESCRIPTION:

The Science/Health Program is designed to provide those basic understandings that are needed to function in everyday living situations. A functional approach will be taken to emphasize instruction on concepts which directly relate to the students daily experience. The basic thrust of the course is to learn and be able to apply those concepts that will make daily living more understandable and easier.

The program includes two levels with concepts being developed sequentially. Placement in either level or regular class will be determined by assessment. Each level will also consist of two interrelated components; you and the world you live in.

AREAS OF STUDY: SCIENCE/HEALTH

LEVEL I

I. You

A. Personal Grooming and Hygiene

1. The need for regular health care.
2. The need for body cleanliness.
3. The consequences of poor health or inadequate personal hygiene and grooming.
4. When and how to use body cleaning agents and grooming aids.

B. Personal Habits Promoting Good Health

1. The basic principles of health maintenance.
2. The basic principles of nutrition.
3. The relationship between drugs and health.

C. Physical Health

1. Emergency health care.
2. Common health care practices that prevent injury, illness or infection.
3. Proper use of medications.
4. Child health care practices.
5. Importance of health care.
6. Rudiments of body temperature.

D. Mental Health

1. Recreation, relaxation.
2. Adjusting to change.
3. Fear, worry, stress.
4. Controlling emotions.
5. Mental illness.

E. Dealing With Potential Hazards and Accidents

1. Recognize potential hazards.
2. Where and when to apply basic safety measures.
3. When and how to apply first aid.
4. How and whom to ask for help in emergencies.

II. The World You Live In

A. Biological Aspects of Environment

1. Types of environment: The earth, land, air and water.
2. Environment's effect on life
 - a. Ocean plants and animals.
 - b. Land plants and animals.
 - c. Environments and ecology.
 - d. How people change and protect environments.

- B. Physical Aspects of the Environment
 - 1. Magnets and magnetic forces.
 - 2. Electricity
- C. Plant and Animal Reproduction
 - 1. How plants grow without seeds.
 - 2. Flowers
 - 3. Seeds and how they travel.
 - 4. Animal needs/reproduction.
- D. Digestion and Food
 - 1. How digestion begins and is completed.
 - 2. Eating for good health.
- E. Matter and Energy
 - 1. Energy and work.
 - 2. Heat and friction.
 - 3. Machines

LEVEL II

I. You

- A. What Is Your Body Made Of?
 - 1. Cells
 - 2. Tissues
 - 3. Organs
 - 4. Systems
- B. Human Growth and Development
 - 1. Infancy to adulthood physical/mental growth.
 - 2. Menstruation/ejaculation
 - 3. Masturbation/intercourse
 - 4. Contraception

5. Abortion
 6. Venereal disease
- C. How to Apply Principles of Health to Planning and Raising a Family
1. The physical and psychological influences of pregnancy and the need for proper prenatal care.
 2. The importance of family planning and the effectiveness of various birth control.
 3. Basic child rearing practices.
 4. Special health needs and concerns of adolescents.
- D. Where, When and Why to Seek Medical Help
1. Obvious signs of illness and which require professional attention.
 2. Various types of medical facilities typically available in the community.
 3. How and why to follow medical instructions.
 4. How and why to communicate information about health problems to others.
- E. Home Management and Health
1. Maintenance, repair and safe physical functioning of structural parts of living quarters.
 2. Safe and sanitary home living conditions.
 3. Proper food preparation and storage procedures.
 4. Appropriate laundry procedures.
 5. Functioning of home appliances
 6. Protective and utility agencies and their function.

II. The World You Live In

A. Our Changing Earth

1. The story of rocks.
2. How sand and soil are moved.
3. Conservation

B. Weather and Climate

1. Weather
2. Seasons and climate.

C. Search in Space/A New Frontier

1. The sun.
2. The sun's family.
3. Landing on the moon.

D. Living Things

1. What is a living thing?
2. The animal and plant kingdom.
3. Energy for life activities.

E. The Earth's Changing Atmosphere

1. Air and Water
2. Precipitation and how storms are caused.
3. Forecasting the weather.

F. The Earth - On and Inside It

1. What is the earth made of?
2. How is the earth built up and worn down?
3. How can we conserve soil?

G. Matter, Energy and Work

1. What is matter?
2. There are many forms of energy.
3. Light energy and how we use it.

LEVEL III

Regular Class

STUDENT EXPECTATIONS:

Each student will express knowledge in each of the preceding units via written, oral and/or graphic presentations. The degree of knowledge to be shown and method of display will be determined by the teacher and student prior to the beginning of the unit.

SOCIAL STUDIES

The Social Studies courses are designed to provide not only the requirements as outlined by the Iowa Code and/or the local school district, but most importantly, they are designed to make the course units relevant to the students lifelong needs.

Therefore, three separate courses of study have been outlined. These do not need to be taught in any order, but each should be addressed at some time during the high school program.

In addition to the content material presented in each of the three courses a variety of skills also need to be addressed. Like the separate courses, the skills do not need to be taught in any order or even within any one particular course. Instead, they should be presented to facilitate the acquisition of knowledge within the general framework of social studies. Example: Use of reference aids could be taught in one context in "You and Living in Your Community" by studying your local Chamber of Commerce, and in a totally different context in American History and Consumer Government by studying a variety of sources to find factual information. The skills listed below are but a sampling of those which should be addressed.

If it is judged, however, that a student has satisfactory knowledge of a courses areas of study and the skills acquisition prior to the taking of the SCI course, regular education courses would be explored.

SOCIAL STUDIES COURSE TITLES

1. Social Studies/You and Living in Your Community
2. American History
3. Consumer Government

SOCIAL STUDIES SKILLS**I. Use of Reference Aids****A. Aids in Books and Magazines**

1. Table of Contents
2. Index
3. Glossary

B. Library Reference Aids

1. Readers Guide
2. Card Catalog

C. General Reference Books

1. Encyclopedia
2. Dictionary
3. Atlas

II. Understanding Tables, Graphs and Cartoons**A. Tables**

1. Interpreting tables
2. Constructing tables

B. Bar, Line and Circle Graphs

1. Interpreting graphs
2. Constructing graphs

C. Cartoons

1. Recognizing cartoon symbols
2. Understanding political cartoons

III. Understanding of Geographic Skills**A. Identifying Continents and Oceans**

1. Visualizing topographical features
2. Locating continents and oceans

B. Reading Directions on a Map

1. Understanding cardinal directions
2. Using cardinal directions

C. Locating Places on a Map

1. Using a grid
2. Understand latitude
3. Understand longitude
4. Using a globe
5. Using latitude and longitude grid

D. Reading Symbols on a Map

1. Understand map symbols
2. Distance and direction

E. Calculating Mileage on a Map

1. Understand mileage scales
2. Use mileage scales
3. Compute distance and direction

IV. Evaluating Information**A. Identifying Facts and Opinions**

1. Recognizing facts
2. Recognizing opinions
3. Be able to separate fact from opinion

B. Recognizing points of agreement and disagreement by analyzing conflicting stories.**C. Recognizing bias by identifying statements of feeling.****D. Identifying primary and secondary sources**

1. Recognize primary and secondary sources
2. Distinguish between types of sources

E. Assessing the Reliability of Sources

1. Understanding reliability
2. Selecting the most reliable source

F. Identifying Inconsistencies

1. Understanding consistency
2. Recognizing inconsistency

COURSE TITLE: Social Studies/You and Living in Your Community

GRADE LEVEL: Senior High School SCI Programs

COURSE NUMBER:

TERMS OFFERED:

CREDITS:

COURSE DESCRIPTION:

Where ever one decides to make their residence, daily activities within the immediate community becomes the center of their existence. For this reason an individual not only needs to know his/her own personal strengths and weaknesses, but the community they reside in as well.

It is the general purpose of this course that individual students explore their personal/social development as it relates to the community they live in.

AREAS OF STUDY: SOCIAL STUDIES/YOU AND LIVING IN YOUR COMMUNITY

Areas II through VIII will be presented sequentially with Area I interwoven throughout each of the areas presented.

I. Personal Social Development

- A. Developing feelings of self worth
- B. Accepting criticism and praise
- C. Developing confidence
- D. Identifying ways to be accepted
- E. Knowing how to behave in public
- F. Making friendships and retaining them
- G. Dating
- H. Finding advice on personal matters

II. School Orientation

- A. Location of places
- B. People who work at and attend school

- C. Activities for students
- D. Academic programs for students
- E. Policies and rules
- F. Daily participation and social adjustment

III. Community Awareness

- A. Physical layout
- B. Business/commercial/manufacturing/agricultural
- C. Religions
- D. Educational
- E. When and how to use recreational resources
 - 1. Types of services offered by various facilities, both public and private, for recreation and entertainment.
 - 2. How to schedule activities at or through the various facilities.
 - 3. Types of equipment, or preparation, or previous experience that might be required for participation in various activities.
 - 4. Dining out: Using menus, reservations, ordering, tipping.
- F. When and how to use informational resources
 - 1. Which agencies or facilities provide various types of information.
 - 2. How to gain access to the various agencies.
 - 3. Circumstances under which various types of information might be helpful.
- G. How and when to use community services
 - 1. Which agencies or departments provide various types of services.

2. How to apply for or gain access to various types of community services.

IV. Transportation or Getting Around Your Community

- A. Kinds of transportation available.
- B. Determining appropriate modes of transportation.
- C. How to use schedules.
- D. Calculating fares and other costs of transportation.
- E. How to use road, city and special transportation maps.
- F. How to make reservations and other travel arrangements.
- G. How to apply for and obtain the various documents associated with travel.
- H. Understand how time zones and daylight savings time may affect travel plans.
- I. How modern transportation causes public problems.
- J. How to drive safely and legally.
- K. Choosing and maintaining an automobile.

V. Obtaining and Maintaining a Household

- A. Selecting a place to live
 1. Locating available housing
 2. Assessing prospective dwellings
 3. Renting vs buying
- B. Renting a dwelling
 1. Rental considerations
 2. Leases
 3. Insurance

C. Buying a home

1. Using a realtor
2. Relationship of income to housing expenses
3. Down payments

D. Repair and maintenance of home, furnishings and appliances

1. Servicing/inspection
2. Estimates
3. Effect of improvements on resale value
4. Appliance care

E. Budgeting and the payment of bills

1. Budgeting
2. Fixed expenses
3. Variable expenses

VI. Nutrition, Food Purchase and Preparation

- A. Proper diet
- B. Meal planning
- C. Convenience foods vs home prepared foods
- D. Reading recipes
- E. Reading instructions on packaged food containers
- F. Cost, sales, coupons

VII. Family living

A. Marriage

1. Marriage license
2. Family planning
3. Budgeting

B. Child care

1. Pregnancy/prenatal care
2. Child rearing

VIII. Death and Dying

STUDENT EXPECTATIONS:

Each student will express knowledge in each of the preceding units via written, oral and/or graphic presentations. The degree of knowledge to be shown and method of display will be determined by the teacher and student prior to the beginning of the unit.

COURSE TITLE: American History

GRADE LEVEL: Senior High School SCI Programs

COURSE NUMBER:

TERMS OFFERED:

CREDITS:

COURSE DESCRIPTION:

The primary purpose of the course will be to familiarize students with basic information about American History with the emphasis being on its application to events in the students life today as well as in the future.

America's history will be presented chronologically from the discovery of the new world to where we will be going tomorrow. Each unit will begin with a question which will be answered by supplying the students not only with information about America's past, but more importantly, on how this will help us live today as well as have a better life tomorrow.

AREAS OF STUDY: AMERICAN HISTORY

I. Discovery of the New World

- A. Why do people look for a new place to live?
- B. Discovery of Americas
- C. Settlement of the United States

II. The Revolution and National Heroes

- A. Why aren't people happy after they found a new place to settle?
- B. Tax issue
- C. Representation issue
- D. Events of Revolutionary War
- E. National heroes

III. The Establishment of the Constitution

A. Why do people want rules and rights written down?

B. The Bill of Rights

1. Rights of individuals

a. What it means today to the students to have
free speech, freedom of religion, and free press.

b. Meaning of right to bear arms

c. Personal rights when arrested

d. Rights in court

e. Private property

2. Responsibility of citizenship

a. Voting

b. Following laws

c. Reporting crimes

IV. Expansion of the Frontier

A. Why do people want more land and what does this cost?

B. Louisiana Purchase

C. War of 1812

D. Settlement of Iowa

E. Discovery of gold in California

F. Civil War

1. Slavery

2. War activities

3. 13th and 14th Amendments

Emphasis on Civil Rights of today

Explore the meaning of prejudice and oppression

V. The Industrial Revolution

A. Why do people want bigger and better things and what does this cost?

B. Growth of big industry and capital

C. Working conditions

1. Child labor - what it means today.

2. Long hours - how long do people work today.

3. Low wages - what that means today.

4. Worker living conditions - tenements, poor sewage, etc. -
why we pay taxes for these things now.

D. Depression or economic panics: 1870 - 1896

1. Effect of a business turndown

2. Meaning of being laid off - effect on 19th century worker
compared to today.

3. Effect on farmers

E. Growth of monopolies

1. Meaning of unfair competition

2. Manipulation of markets

F. Development of unions

1. Need for unions in 1800's

2. How unions were treated

3. What unions do for workers

4. What it means for the student to join a union

5. How to join a union

VI. The Twentieth Century

A. Where have we come and what has happened since 1900?

1. Growth of American and European military power

2. Development of automobile

3. Invention of the airplane
4. Beginning of modern industry
 - a. Assembly line work
 - b. Production of goods at lower prices
5. World War I
 - a. New forms of warfare
 - b. National mobilization
Patriotism overdone
Sale of bonds
 - c. The draft
- B. The 1920's
 1. Growth of industry using electricity
 2. Growth of automation in industry
 3. Growth of hate groups - examine the activities of KKK
- C. The Depression
 1. Fall of stock market and terrible unemployment
 2. New Deal
Government work programs
Government projects to stimulate economy
Establishment of NLRB (National Labor Relations Bureau)
to settle union violence.
 3. Social Security
- D. World War II
 1. Threat of Hitler
Hitler's treatment of Jews
Germany's expansion
Growth of Nazi Party

2. Japan's role in bringing United States into war
3. Serving in the military
 - a. Draft
 - b. The different branches of military
4. The end of the war and bombing of Hiroshima and Nagasaki
 - Bring home the troops
 - The baby boom
 - The GI bill

E. 1950's

1. Korean War and Cold War
2. Growth of prosperity
3. Birth of rock and roll music
4. Sputnik
5. Teenage gangs

F. 1960's

1. Vietnam War
2. Draft protests and demonstrations
3. Growth of drug use
 - Many teenage deaths
 - Ruined lives
4. Civil Rights movement

G. 1970's

1. End of Vietnam War
2. Watergate
3. Energy crisis
4. Environmental concern

VII. Current Issues

A. Where are we today and where are we going?

1. Recession
2. Inflation
3. Trade imbalance
4. Social issues of 1980's
5. Employment opportunities of 1980's
6. Recreational opportunities in 1980's (coping with leisure)
7. Keeping informed
8. Modern American business, government and industry
9. Draft, draft registration, peace or war

STUDENT EXPECTATIONS:

Each student will express knowledge in each of the preceding units via written, oral and/or graphic presentations. The degree of knowledge to be shown and method of display will be determined by the teacher and student prior to the beginning of the unit.

COURSE TITLE: Consumer Government

GRADE LEVEL: Senior High School SCI Programs

COURSE NUMBER:

TERMS OFFERED:

CREDITS:

COURSE DESCRIPTION:

More than ever before young people have questions about their individual rights at school, in their community, and within their homes. So, too, must young people be aware of their obligations in the democratic process which they will soon be a part of. For these reasons, the government course will have two primary goals:

Goal #1: To assist each student in understanding their individual rights and responsibilities under the law and the reasons for the existence of laws.

Goal #2: To assist each student in understanding the democratic process and the role of the individual in the political process.

AREAS OF STUDY: CONSUMER GOVERNMENT

Goal #1: Rights and Responsibilities

I. The Law

- A. Different kinds of laws
- B. Responsibility to obey laws
- C. Consequences for failure to obey laws

II. The Law and Your Home

- A. Responsibilities of parents
- B. Child's responsibility to parents
- C. Delinquent behavior

III. The Law and Recreation

- A. Driver's license
- B. Motor vehicles
- C. Guns
- D. Hunting/fishing
- E. Curfews

IV. The Law and School

- A. Attendance/truancy
- B. Suspension/expulsion
- C. Demonstrations/protests
- D. Physical punishment
- E. Locker searches

V. The Juvenile Justice System

A. Crime

- 1. Minors
- 2. The arrest
- 3. Trial and conviction
- 4. Sentencing
- 5. Specific offenses
- 6. Adult criminal law and penalties

B. Juvenile Court

- 1. Juvenile court vs adult court
- 2. Delinquency
- 3. Minor's rights
- 4. The decision of the judge
- 5. Traffic charges

C. Probation

VI. The Law and Alcohol, Tobacco, Drugs and Marijuana

- A. Buying
- B. Sale
- C. I.D.

VII. The Law and Marriage

- A. Age and consent
- B. License
- C. Legal obligations
- D. Emancipation by marriage
- E. Dissolution

Goal #2: Democratic Process

I. Government

A. City government

- 1. Local council
- 2. Mayor
- 3. Districts

B. City judicial system

- 1. Police
- 2. Local jails
- 3. Courts

C. County government

- 1. What is a county?
- 2. Sheriff and deputies
 - a. Jurisdiction
 - b. Elected position
- 3. County judge
- 4. County services

D. State government

1. What is a state?
 - a. Capitol
 - b. Boundaries
2. Judicial branch
 - a. County courts
3. Legislative branch
 - a. House of Representatives
 - b. Senate
4. Executive branch
 - a. Governor

E. Federal government

1. Supreme Court
 - a. The Constitution
 - b. The Bill of Rights
2. The House and Senate
3. The Presidency

II. Maintenance of Government

A. Electoral process

1. Voter registration
2. Balloting
3. Types of elections

B. Individual rights

1. Due process
2. Habeas Corpus
3. Bill of Rights

C. Individual influence

1. Letter writing
2. Lobbies
3. Referenda

D. Individual obligations

1. Jury duty
2. Selective service

STUDENT EXPECTATIONS:

Each student will express knowledge in each of the preceding units via written, oral and/or graphic presentations. The degree of knowledge to be shown and method of display will be determined by the teacher and student prior to the beginning of the unit.

COURSE OF STUDY
SECONDARY EMOTIONAL DISABILITY CLASSES
SSC 4.0

I. DEFINITION OF POPULATION TO BE SERVED

"Emotional disability" which is manifested as a behavior disorder, is a pattern of situationally inappropriate behavior observed in the school setting, which deviates substantially from behavior appropriate to one's age and significantly interferes with the learning process, interpersonal relationships, or personal adjustment of the pupil. The determination of this handicap is largely based on the consistency, intensity, and duration of the behavior of concern.

II. DEFINITION OF MODEL PROVIDING PROGRAMS AND SERVICES

The Self-contained Special Class (SSC) is an educational program for pupils with similar educational needs who are severely handicapped and whose total instructional program is provided by a special education teacher. The instructional program shall afford the handicapped pupils opportunities to participate in activities with nonhandicapped peers and adults to the maximum extent appropriate.

A. Priority Area

Teacher management of the students' verbal and acting-out behavior, followed by instructing the student to manage his or her own behavior, demands top priority. The ED/SSC teacher will spend proportionally more time on teaching behavior and regard for "self" than on teaching the basic skills and academic concepts.

B. Commitment

The major commitment of the SSC model classroom is to help each student gain competencies that will help them deal more effectively with themselves and with their home and school environments. This commitment

begins with the recognition that learning about self and academic concepts cannot occur without motivation. The general factors which appear to influence motivation are:

1. The students' attitude toward the general learning environment,
2. the basic needs within the student at the time of learning,
3. the stimulation process affecting the student,
4. the affect process the person experiences while learning,
5. the competence value that is the result of the learning experience, and
6. the amount of reinforcement attached to the learning experience.

III. CHARACTERISTICS OF ED COURSE OF STUDY

The course of study is written so that any student assigned to this program model can be individually assessed for entry into the continuum of skills in each of the areas of study and have an individually projected plan leading toward completion of their program and graduation. Depending upon individual learning about self and academic concepts, a student may remain within the SSC model program or move along the continuum of least restrictive alternatives:

SSC ———> SCI ———> RTP ———> Full time regular education

Teachers within the ED/SSC model classrooms cannot refuse to identify the factors of attitude, needs, stimulation, affect, competence, and reinforcement in their daily classroom instructions.

Likewise, teachers within ED/SSC model classrooms cannot refuse to teach the skills these students so desperately need "to make it - out there!". Each individual ED/SSC student requires not only teacher respect, but also is due a reasonable change to develop skills and competencies that will intensify self-appreciation.

IV. AREAS OF STUDY TO BE INCLUDED*

Skills and competencies taught within ED/SSC model classrooms are to instruct each student to:

1. Use words to communicate rather than to manipulate.
2. Make a friend, be a friend, and keep a friend.
3. Cooperate in a vast repertoire of leisure and social activities.
4. Improve individual reading skills to the level that will make it easier to cope in the world that requires this skill.
5. Improve writing and spelling skills so that they become functional and useful.
6. Improve arithmetical computational and problem-solving skills so that each student will have some practical and survival math skills, to the degree that society requires competence.
7. Improve general knowledge of self, community, city, state, and a nation so that each student understands his/her status in the "times" that they live.
8. Improve the individual student's ability to relate self and school to the world of work through an awareness and exploration of career choices and opportunities.

*With the recognition that learning is sequential in nature, the attached course of studies elaborates more fully on the skills and competencies mentioned here.

V. EDUCATIONAL OUTCOMES

Each student will come to realize that they alone do not have the power to change parents, school, or the environment that so often seem to be in control, but they alone do have the power to change themselves. The change that occurs within themselves may change the way some "significant others"

in their world react towards them. If not, then each student will at least gain competencies in learning how to better meet their individual needs, and how to use the system in ways more satisfying to self.

LEARNING AND MOTIVATION FACTORS

LEARNING AND MOTIVATION STRATEGIES

ATTITUDES

- | | |
|---|--|
| I. <u>Positive attitudes towards teachers and learning situations</u> are promoted in learning environment. | --Individual attention.
--Establish relationships between students and teacher.
--Class meetings to deal with relationships.
--Sharing between teachers/students. |
| II. <u>Positive attitudes towards self, one's own worth and one's capabilities</u> are explored and promoted in the learning environment. | --Demonstrate unconditional acceptance.
--Demonstrate trust and empathetic regard.
--Guarantee successful learning. |
| III. <u>Positive attitudes towards success and how will the student honestly expect to do in the learning environment</u> are explored. | --Contracting.
--Goal setting.
--Programmed materials.
--Decision-making shared.
--Goal setting. |

NEEDS

- | | |
|---|---|
| I. <u>Physical.</u>
What affects the students physical well-being will have on learning is checked. | --Check and maintain student's physical condition. |
| II. <u>Safety.</u>
The learning situation should be free of fear and threat. | --Reduce or remove components in the learning environment that lead to failure and fear. |
| III. <u>Love.</u>
The learning situation will give each student a sense of belonging. | --Increase or create components in learning situations which tell the students they are wanted and that significant others care about them. |
| IV. <u>Self-Esteem.</u>
The learning situation promoted student self-respect. | --Provide opportunities for the attainment of goals that reinforce the student's identity or role. |
| V. <u>Self-Actualization.</u>
The learning situation allows each student the opportunity to exercise their full potential. | --Provide freedom of choice.
--Encourage problem-solving.
--Encourage self-evaluation. |

LEARNING AND MOTIVATION FACTORSLEARNING AND MOTIVATION STRATEGIESVI. Achievement.

The learning situation allows each student to establish goals, time to work towards each goal, and the opportunities to be responsible.

- Set goals to the present level of learning to insure moderate risk-taking.
- Provide immediate feedback.
- Insure student's personal responsibility.

VII. Affiliation.

The learning situation will allow each student the opportunity to experience cooperation and reciprocate between friends and teachers.

- Provide opportunity for learning activities in which students choose their partners and form their own groups.

STIMULATIONI. Rate of change.

The learning situation allows the student to experience an optional change in the perception and interaction with the learning environment.

- Each learning activity is designed for interest and achievement.
- Student abilities will control the pace, choices and changes in the learning activity.

II. Variety.

The learning environment is filled with different and needed activities.

- Change style and content of learning activities.

III. Involvement.

The learning environment is designed to bring the student into the learning activity.

- Random selection of all students as respondents to or participants in learning activity.
- Create learning situations which need active participants.

IV. Disequilibrium.

In each learning situation the student is confronted with information and processes which are different, novel and contrasting from what is already known and experienced.

- Introduce contrasting data and information.
- Permitting mistakes.
- Deal with frustration.

AFFECTI. Feelings.

How do the students feel about how and what they are learning.

- Facilitate the increase and decrease of arousal in the student as appropriate to the learning task.

LEARNING AND MOTIVATION FACTORSLEARNING AND MOTIVATION STRATEGIESII. Values.

How does what the students are learning relate to what they believe is important or part of their identity?

- Employ relevant curricula with goals that reinforce students' identity.
- Immediate application of learning to personal life of learner.

III. Climate.

How do the students experience the learning environment as a place where they are accepted and can be spontaneous?

- Removal of unnecessary judging or control of the student.
- Respect students opinion, basic rights.
- Limit manipulation of students. Use consequences - positive, negative.

COMPETENCEI. Effectiveness.

How do students know that they are mastering the task at hand and can use it to cope with important or new environments.

- Successful completion of agreed-upon tasks, e.g. contracts.
- Consistent feedback regarding mastery of learning, e.g. charts.
- Facilitation of learning through challenging and ability-level tasks.
- Use of competition - student chooses to compete toward worthwhile goal.

REINFORCEMENTI. Positive.

The completion of the learning task will result in, or be followed by, something the student regards as rewarding or worthwhile.

- Use of rewards - through participation and/or progress in learning activities, i.e. points, money (play).
- Any form of recognition or approval.
- Use of learning activities that result in:
 - expanded awareness.
 - insight.
 - problem solving.
 - discovery.

COURSE TITLE: Career Education

GRADE LEVEL: Senior High School ED/SSC Programs

COURSE NUMBER:

TERMS OFFERED:

CREDITS:

COURSE DESCRIPTION:

The career education course is designed to assist students to explore themselves and their career aptitudes and interests as they relate to practical real world living/working situations.

The career education course is divided into four definable levels. Each level states specific student objectives and expectations. The levels are arranged in sequential order:

- Level I Discovery of Self
- Level II Career Development
- Level III Job Hunting
- Level IV The Job and Questions

AREAS OF STUDY: CAREER EDUCATION

OVERVIEW OF CAREER EDUCATION

LEVEL I - DISCOVERY OF SELF

Objectives: Each student will explore self in terms of the following:

1. Personality and self-concept.
2. Strengths and weaknesses.
3. Potentials and limitations.
4. Motivation.
5. Interaction with others.
6. Value/decision exercises.

STUDENT EXPECTATIONS:

Student will participate in weekly group sessions which will deal with problem solving, self-awareness, goal setting, people pleasing behaviors and productive thinking skills. This more functional approach in learning about "self" will make the individual more capable in dealing with life career situations.

LEVEL II - CAREER DEVELOPMENT

The individual will once again examine "self" in terms of assessing one's present capabilities and capacities and align these findings with career possibilities.

Objectives: Each student will:

1. Complete aptitude/career interest inventories.
2. Explore various occupations.
3. Assess factors that affect employment.
4. Relate job requirements to vocational, educational and personal competencies.

STUDENT EXPECTATIONS:

When the students have completed Level II they will possess knowledge and understanding of a wide variety of occupational fields. They will have written letters to companies and/or schools that may provide pertinent information about the students' selected career choices. Students will possess a tentative occupational or career goal and will be aware of education and/or training needed to achieve this goal. Each student will have completed a work/career folder that will include personal data sheets and information regarding future job opportunities, contracts, training and educational centers.

LEVEL III - JOB HUNTING

The student who reaches Level III possesses an appreciation of work as desirable and necessary.

Objectives: The student will now:

1. Learn about job information sources.
 - A. Iowa State Employment Service.
 - B. Schools/Skills Centers that train and help locate possible job sites.
 - C. Employment agencies.
 - D. News media, bulletin boards, people contacts.
 - E. Job inquiry letters, resume writing.
2. Learn about the relationship between types of jobs and job requirements, e.g., education, physical abilities, experience (also covered on Level II).
3. Learn about job application forms.
 - A. Reasons for filling out the forms and the various kinds there are (Social Security, tax withholding).
 - B. When to fill out the forms and where to get help in filling out applications.
4. Learn about the interview.
 - A. Proper dress, manners.
 - B. Body awareness, eye contact, voice clarity.
 - C. Questions likely asked.
5. Learn about current wage-hour laws.

STUDENT EXPECTATIONS:

When the students have completed Level III they will possess the necessary knowledge of how and where to seek employment and have the necessary skills to be able to apply for a job and participate in a job interview.

LEVEL IV - THE JOB AND QUESTIONS

The student that has reached Level IV may now have a job or be very near the date of entering the job market. When landing a job for the first time, new

and puzzling questions will come to mind. Level IV will help answer the questions.

Objectives:

1. State and Federal Income Tax - who gets my money and why?

2. Social Security -

What does FICA mean?

Where does my money go and when do I get it back?

3. Retirement fees and what are they?

4. Medical Insurance - Do I need it?

5. Fringe benefits such as hospitalization insurance and vacations - How do I know what I am entitled to?

6. Labor Unions -

What is a labor union?

How does it function, what are its responsibilities?

Must I join?

STUDENT EXPECTATIONS:

When the students have completed Level IV, they will possess knowledge and understanding of Workmen's Compensation, Social Security, retirement systems, State/Federal deductions, employment insurance and labor-management relations.

COURSE TITLE: Reading/Language Arts

GRADE LEVEL: Senior High School ED/SSC Programs

COURSE NUMBER:

TERMS OFFERED:

CREDITS:

COURSE DESCRIPTION:

The Reading/Language Arts course of study for secondary special education programs is designed specifically to meet the individual needs of pupils who are deficient in one or more of the basic reading/language skills areas. Consideration of the belief that a person's ability to learn is directly related to the feeling of personal worth that is possessed, will characterize the development and implementation of this Reading/Language Arts course of study.

The Reading/Language Arts course of study is based upon a continuous progress organization system. The program begins by diagnosing students present reading level. The program acknowledges that instruction should be appropriate to the sophistication of the learner. It is unrealistic to expect that students will acquire new and important learnings when they do not have the prerequisite background nor is it productive to place students in material that they have already learned. Therefore, there must always be new learnings but these learnings must be appropriate in number and in spacing. The continuous progress program is organized into three levels of instruction. This design means that nothing will be omitted in the curriculum because the curriculum is not determined by the students' grade in school, but rather by the students' point of progress in the curriculum.

AREAS OF STUDY: READING/LANGUAGE ARTS

LEVEL I (Students reading skills fall three or more grade levels below present grade placement.)

Reading

- I. Word Recognition
 - A. Readiness skills*
 - B. Sight words*
 - C. Functional words*
 - D. Number words
- II. Phonetic Analysis*
 - A. Consonant sounds
 - B. Vowel sounds
 - C. Cluster sounds
 - D. Double vowels
 - E. Phonetic irregularities
- III. Comprehension Skills
 - A. Word meaning
 - 1. Base words
 - 2. Homonyms/antonyms
 - B. Sentence and passage meaning
 - 1. Facts
 - 2. Main idea
 - 3. Anticipate outcome
 - C. Functional skills*

Language Skills

- I. Communication*
 - A. Observing
 - B. Listening
 - C. Speaking
 - D. Attending
- II. Survival Words*
 - A. Recognize
 - B. Interpret
 - C. In context
- III. Reading and Writing Manuscript
Cursive Letters
 - A. Upper case
 - B. Lower case
- IV. Spelling/Writing Skills
 - A. Consonant clusters
 - B. Root words
 - C. Suffixes/Prefixes
 - D. Days of week
 - E. Number words
 - F. Months of year
 - G. Personal data
 - H. Home data
 - I. School data

*See Appendix for additional information on this item.

LEVEL II (Students reading two years below present grade level.)Reading

- (Identification of)
- I. Word Recognition (review and reinforce)
 - II. Phonetic Analysis (review and reinforce)
 - III. Word Analysis
 - A. Root words/suffixes/prefixes
 - B. Syllabication concepts
 - IV. Comprehension skills*
 - A. Word meaning
 1. Suffixes/prefixes
 2. Multiple meaning
 3. Homonyms/synonyms/antonyms
 - B. Sentence meaning
 1. Key words
 2. Phrases
 - C. Passage meaning
 1. Facts
 2. Sequence
 3. Main idea
 4. Details
 5. Organization
 6. Cause/effect
 7. Comparison and contrast

Language Skills

- I. Communication*
 - A. Observing
 - B. Listening
 - C. Speaking
 - D. Attending
 - E. Reacting
- II. Functional Independent Language Skills

*For units and objectives see Appendix under Language Skills Level I, Section II.
- III. Writing Cursive (Review/Reinforce)
- IV. Spelling skills (Review/Reinforce Level I)
 - A. Rules of spelling
 - B. Mnemonics
 - C. Dictionary as an aid
- V. Abbreviations*
 - A. Recognize
 - B. Interpret
- VI. Written Communication (Review/Reinforce Level I, Section IV)
 - A. Grammar skills*
 - B. Simple sentence writing
 - C. Complete paragraphs

Reading

- 8. Conclusions
- 9. Generalize
- 10. Summarize

V. Study Skills

- A. Use of textbooks*
- B. Location of information
- C. Test taking
 - 1. Review
 - 2. Drill
- D. Skimming
- E. Using references

VI. Reference Skills

- A. Book Index
- B. Dictionary
- C. Encyclopedia
- D. Library card catalog
- E. Telephone directory
- F. Map/atlas
- G. Magazine table of contents
- H. Almanacs

Language Skills

D. Letters

- 1. Personal and friendly
- 2. Thank you note
- 3. Requesting (product items or assistance)

E. Applications

F. Note taking

G. Outlining

H. Simple report writing

*See Appendix for additional information on this item.

LEVEL III (Students whose reading/language skills fall one year below or at grade level.)

Reading

- I. Basic Vocabulary
 - A. Acronyms/abbreviations
 - B. Word origins
 - C. Synonyms/antonyms/
homonyms
 - D. Word analysis skills
- II. Study Skills/Reference Skills
 - A. Review/reinforce Level II, Sections V and VI.
 - B. Locating information in a book
 - 1. Table of contents
 - 2. Book index
 - 3. Glossary
 - C. Study Habits
 - 1. Independent study skills
 - 2. Strategies for test taking
 - 3. Following directions
 - 4. Taking notes
 - 5. Outlining
 - D. Reading in Content Areas*

Language Skills

- I. Solving Sentence Problems
 - A. Sentence fragments
 - B. Run-on sentences
 - C. Choppy sentences
- II. Oral Communication
 - A. Review Appendix under Level II, Section I of Language Skills
 - B. Oral presentation of information
- III. Written Communication
 - A. Grammar (Review/reinforce Level II, Section VI, Point A in Appendix.
 - B. Improving Paragraphs
 - 1. Function
 - 2. Length
 - 3. Developing
 - 4. Clarity
 - 5. Variety
- IV. Improving Spelling Skills
 - A. Spelling by syllables
 - B. Words that sound alike
 - C. Easily confused spellings

Reading

III. Comprehension Skills*

A. Literal

1. Main idea
2. Supporting details
3. Sequence
4. Meaning through context
5. Generalizations
6. Summarizing
7. Paraphrasing
8. Vocabulary

B. Interpretive

1. Inference
2. Drawing conclusions
3. Making judgements
4. Propaganda devices
5. Relationships
6. Writer's purpose
7. Figurative language

IV. Literary Skills

- A. Exploratory reading
- B. Poetry
- C. Creativity
- D. Critical reading

V. Listening Skills*

Language Skills

D. Mnemonics

E. Dictionary skills

V. Building Vocabulary

- A. Context clues
- B. Similiar clues
- C. Form clues
- D. Word parts
- E. Dictionary and word parts

VI. Letter Writing

- A. Form/style
- B. Heading to signature
- C. Personal letters
- D. Business Letters

VII. Filling Out Forms

- A. Personal
- B. Legal
- C. Vocational

*See Appendix for additional information on this item.

STUDENT EXPECTATIONS:

The individual student will remain at entry level placement until diagnostic testing indicates a level change is required. At each level the student will demonstrate mastery of the basic skills necessary for using English effectively. These essential English skills include being able to write clear, complete, well-constructed sentences, being able to use the right word at the right time, being able to punctuate and capitalize correctly, being able to spell correctly, and being in command of a growing vocabulary.

Listening and speaking skills will be evaluated as the student interacts with peers and adults in a variety of "language" experiences.

APPENDIX LEVEL I

Reading

I. Word Recognition

A. Readiness skills

Administer one of the following tests to determine student ability.

1. Spache Diagnostic

Reading Scales

(California Test

Bureau/McGraw-Hill)

2. Gates-McKillop Reading

Diagnostic Tests

3. Adult Basic Reading

Inventory Scholastic

Testing Services

B. Sight words

Review - Dolch words,

Kucera-Francis Corpus,

Wilsons Essential Vocabu-

lary

C. Functional words

Review - lists in the "red"

Brigance Inventory Functional

Word Lists

Language Skills

I. Communication

Student will be able to:

-Gain main ideas from listening to others.

-Follow oral directions given in sequence.

-Converse acceptably with peers.

-Use phone correctly.

II. Survival Words

Student will be able to recognize the following:

-General information signs.

-Emergency signs.

-Safety signs.

-Traffic road signs.

ReadingLanguage Skills

II. Phonetic Analysis

Administer the following tests to determine student ability.

1. Spache Diagnostic

Reading Scales

2. Durrell Analysis of

Reading Difficulty

(Harcourt, Brace,

Jovanovich)

3. California Phonics Survey

(McGraw-Hill)

III. Functional Skills

Student will be able to:

-Read newspaper notices and directions.

-Locate information from newspaper index.

-Read lead paragraphs from newspaper series.

-Read ads for products.

-Read words used in food stores

- Look up telephone number in directory.

APPENDIX LEVEL II

Reading

IV. Comprehension Skills

The following tests are suggested:

1. Standard Diagnostic

Reading Test - Level II
(Harcourt, Brace,
Jovanovich)

2. Stanford Achievement Tests

Advanced paragraph meaning
High school reading
(Harcourt, Brace,
Jovanovich)

V. Study Skills

A. Use of textbooks

Student will be able to identify and use:

- Graphic and tabular aids.
- Maps, map keys or legends, and scale of miles.
- Biographical time charts.
- Flow charts.
- Graphs and tables
- Television schedules
- Time lines, calendar
- Catalog orders

Language Skills

I. Communication

Student will be able to:

- Attend to speaker/stimulus.
- Associate meaning with spoken words.
- Respond with appropriate non-verbal or verbal language.
- Gain main idea from listening to others.
- Can follow oral directions given in sequence.
- Can converse acceptably with peers.

II. Functional Independent Language Skills

Student will explore the following areas. Learning activities will be determined by the teacher.

AREAS OF STUDY:

A. Driver's License Language

Essential vocabulary that a driver's license applicant needs to know in order to pass the exam and drive safely.

B. Medical Language

Concentration on words important for finding one's way around and understanding what goes on at a medical center or hospital.

C. Job Application Language

Essential vocabulary found on job application forms.

ReadingLanguage Skills

D. Entertainment Language

Basic words and phrases seen in theaters, entertainment schedules, music stores, etc.

E. Clothing Language

Concentration on words commonly seen in clothing stores, in ads, and on garment labels.

F. Restaurant Language

Assists in reading menus in eating places ranging from fast food counters to posh restaurants.

G. Supermarket Language

Concentration on words and phrases seen on signs and product labels in supermarkets.

H. Credit Language

Basic words from credit applications, cards, and monthly statements.

I. Banking Language

Essential words associated with the use of a bank, a checking account, and a savings account.

V. Appreviations

(Option) Ability to explain the meaning of common abbreviations as noted on Brigance I and II.

VI. Written Communication

A. Grammar skills

Student will work on:
-Capitalization skills.

ReadingLanguage Skills

- Punctuation skills.
- Word usage.
- Locating verb, subject, nouns,
pronouns, adjectives, adverbs,
possessive noun forms.

APPENDIX
LEVEL IIIReadingLanguage Skills

II. Study Skills/Reference Skills

D. Reading on Content Areas

The following test is
suggested:

-Robinson-Hail Reading

Tests. Ohio State

University Press.

(Group test) Ability

for art, geology, history

and fiction. Rate and

comprehension are evalu-

ated.

III. Comprehension Skills

The following test is suggested:

-Reader Rater with Self-Scoring
Profile (Better Reading Program).

(Individual test) Measures

speed, comprehension, reading

habits, reading for details,

inferences, main idea, speed

comprehension, summarizing,

skimming, recall of information,

speeded/unspeeded vocabulary.

ReadingLanguage Skills

V. Listening Skills

Student will:

-Perceive the sounds of our language.

-Associate meanings with spoken words.

-Be sensitive to syntax.

-Perceive relationships.

-Organize ideas.

-Form sensory images.

-Be aware of voice quality, rate and volume.

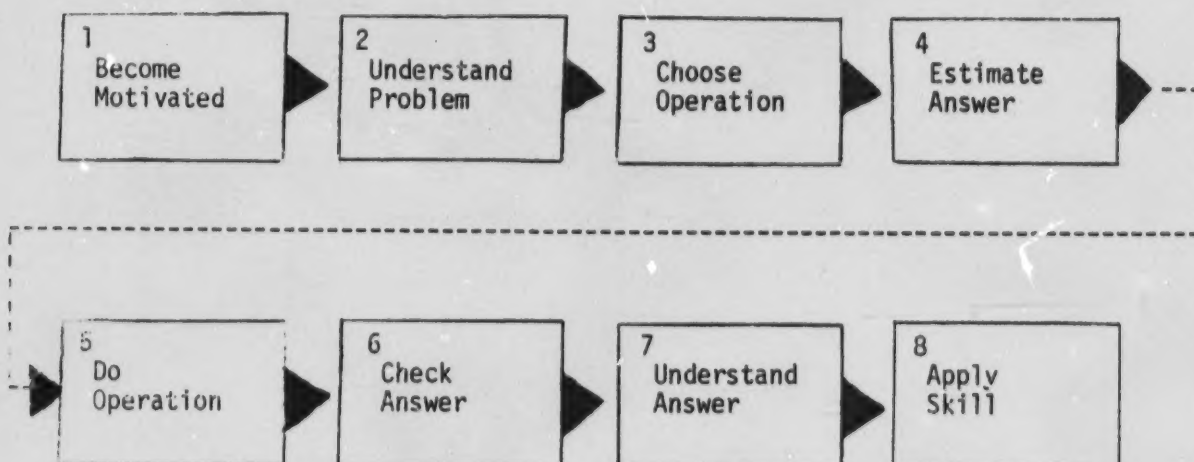
MATHEMATICS

The mathematics program includes those basic math skills that are needed for everyday problem solving situations. The basic thrust of the course is to learn functional math concepts that will make daily living easier.

Functional math refers to the study of uses of mathematics needed for vocational, consumer, social, recreational, and homemaking activities.

Functional math also includes the application of these uses. The program is designed to teach two important concepts: a) How math will help students be successful adults, and b) How to use math to be successful adults.

The following diagram depicts an eight-step sequence useful in initiating teaching strategies for the functional math course of study. The concreteness, realism, and functionalism of each step are the key considerations.



COURSE TITLE: Mathematics

GRADE LEVEL: Senior High School ED/SSC Programs

COURSE NUMBER:

TERMS OFFERED:

CREDITS:

PREREQUISITE:

Student will be required to take a math assessment test. Results of this testing will place the student at the appropriate skill level.

COURSE DESCRIPTION:

The mathematics program includes those basic math skills that are needed for everyday problem solving situations. The basic thrust of the course is to learn useful math concepts that will make daily living easier. Levels I, II, and III are defined as the operational levels to determine patterns of basic math skill development. Level IV is the optional level for students that desire additional work in the area of mathematics. At each level an indepth analysis of functional math/social math skills will take place allowing each student to grow in two yet congruent directions. This operational design will provide each student with the opportunity to become proficient in computational skills to the degree that they are mathematically literate in their daily lives.

AREAS OF STUDY: MATHEMATICS

OVERVIEW OF MATHEMATICS

LEVEL I - OBJECTIVES

Basic Concepts

- Numberness
- Counting
- Writing Numerals
- Sets Classification

Social-Daily Living Skills

- Social - Daily Living Skills
- Telling Time - Terms - Problem Solving
- Calendar - Terms - Problem Solving
- Money - Terms - Problem Solving

Basic Concepts

- Place Value
- Terminology

Social-Daily Living Skills

- Measurement - Ruler - Weight
- Temperature - Reading - Find Temperature Differences - Writing Degree Symbol of Temperature

LEVEL II - OBJECTIVESBasic Concepts

1. Addition/subtraction of whole numbers.
Terms - through problem solving problems.
2. Multiplication/division of whole numbers.
Terms - through problem solving.

Social-Daily Living Skills

1. To demonstrate an understanding of and ability to handle money.
2. The student will recognize and use tools of linear measure - ruler, yardstick, tape measure.
3. The student will use measurement for weighing self or material.
4. Understands common terms as block, mile, acre.
5. Understands and is able to use pints, quarts, teaspoons, tablespoons, cups.

LEVEL III - OBJECTIVESBasic Concepts

1. Reinforce drills and activities of skills developed at previous (lower) levels. (Addition, subtraction, multiplication, division.)

Social-Daily Living Skills

1. Skills dealing with the functional use of money will be reinforced, e.g., making and counting change.

Basic Concepts2. Fractions

- A. Terms - e.g. numerator, denominator.
- B. Naming certain parts, e.g. $\frac{1}{2}$, $\frac{1}{4}$. . .
- C. Addition, subtraction of like fractions.
- D. Finding equivalent fractions.
- E. Addition, subtraction of mixed numerals with like (unlike) fractions.
- F. Multiplication, division of fractions.

3. Decimals

- A. Read, write, decimals.
- B. Change a common fraction to a decimal fraction.
- C. Change a decimal fraction to a common fraction.
- 4. Change a common fraction or a mixed number to a number in decimal form.
- 5. Round decimals.
- 6. Addition, subtraction of decimals with no regrouping and regrouping.

Social-Daily Living Skills

- 2. Work to understand inches, feet, yards and miles.
- 3. Work to understand measurement as it applies to height, weight and width of an object.
- 4. Work to understand and use road maps.

The following living skills are introduced on this level and further exploration is available to the student on Level IV.

1. Purchasing Habits

- A. Comparative shopping.
- B. Using purchasing aids (newspaper ads, coupons, sales).
- C. Store types - discount, retail, self-service.

2. Budgets

- A. Advantages of making a budget.
- B. Inflation as a budget problem.
- C. Using a budget to set realistic limits on spending.
- D. Overspending.

3. Banking Services

- A. Opening a savings/checking account, how to.
- B. Different banks - interest. What's it all about?

Basic ConceptsSocial-Daily Living Skills

7. Multiplication, division
with decimals.
8. Percents. Students will
learn to:
 - A. Comprehend the concept
of percentage.
 - B. Convert simple fractions
to percents.
 - C. Convert complex fractions
to percents.
 - D. Convert decimals to percents.

LEVEL IV - OPTIONAL

Mathematic options presented on this level may be taken for graduation credit, to fulfill a requirement or as an elective. An attempt will be made to place each student that has reached this level into a regular math class. If placement is not possible due to behavioral or other circumstances, the following programs will be offered:

A. Introduction to Algebra

The student that chooses to explore algebra will receive individual instruction by the special education teacher. The school's math department will assist in developing a sequence of objectives.

B. Introduction to Geometry

The student that chooses to explore geometry will receive individual instruction by the special education teacher. The school's math department will assist in developing a sequence of objectives.

MATH FOR DAILY LIVING

The daily living skills introduced on Level III (Purchasing Habits, Budgets, Banking Credit Services) will be further explored.

A. Budgets

1. Salary (Net Gross) vs. credit buying.
2. Consequences of overspending.
3. Good judgement/arithmetic skills.
4. Time buying - and its relationship to budgeting.
5. Ending Skill - Students will keep a record and make transactions for a single person and as a married couple.

B. Purchasing Habits

1. Look for the best buy.
 - a. Comparative Shopping
 1. Watch advertisement.
 2. Consumer guides.
 3. Relationship between weight - cost - price - quality.
2. Build an oral and written consumer vocabulary, e.g., discount, guarantee/warranty, contract.
3. Quantity buying
 - a. Advantages/disadvantages.
4. Resources available to the consumer.
 - a. Complaints or problems.
 1. Better Business Bureau.
 2. Complaint department.
 3. Boycotts.

C. Banking Credit Services

Each student will:

1. Explore banking and credit vocabulary.
2. Manage a checking account.

3. Learn how to get a loan from a bank.
4. Compute interest on a loan.
5. Read and comprehend a credit agreement.

STUDENT EXPECTATIONS:

An indepth analysis of functional math/social math skills will take place allowing each student to show in two yet congruent directions. Each student will have the opportunity to be proficient in computational skills to the degree that they are mathematically literate in their daily lives.

PHYSICAL EDUCATION

Students enrolled in SSC programs will be involved in Physical Education classes, adapted classes or alternatives, as any other student in the regular program according to Iowa Code and the districts requirements.

Generally, students will enroll in regular courses just as any student in the building completing the course requirements with no adaptations or alternatives needed.

However, a select few will be in need of said adaptations or alternatives.

When this appears to be the case one of three options become available:

1. Adaptive Physical Education
2. Alternative Physical Education
3. Waiver of Physical Education

Options one and two contain full descriptions on the following pages.

The third option becomes available via an Amendment to Iowa Code, Section 257.

It states that any student in a recognized work program can be waived from Physical Education by the school district administration if it can be shown that the student's work program would be a priority to the Physical Education requirement. The student and parent must request the waiver themselves.

Upon entrance into the high school program, each student's plan will be individually written by the appropriate personnel in a team approach.

COURSE TITLE: Adaptive Physical Education

GRADE LEVEL: Senior High School ED/SSC Programs

COURSE NUMBER:

TERMS OFFERED:

CREDITS:

COURSE DESCRIPTION:

The Adaptive Physical Education Program is designed for those exceptional students, who exhibit motor difficulties (gross and/or fine) which would not allow them to participate with their peers in regular physical education without special adaptations.

These students will be selectively enrolled in regular physical education classes. The courses selected will be based on the expectations of the classes in conjunction with the student's motor strengths and weaknesses.

The program's courses, requirements, goals and objectives will encompass those as stated in the regular physical education course of studies, however, special adaptations will be made within these course offerings to allow for the individual needs, abilities and successes of the exceptional students enrolled in them. These will be addressed in the student's Individual Education Program (IEP).

AREAS OF STUDY: ADAPTIVE PHYSICAL EDUCATION

The student's special education instructor, counselor, regular physical education instructor, with the student/parent will:

1. Select courses from the regular physical education course offerings that would be most beneficial in meeting the student's individual needs.
2. Develop an Individualized Education Program (IEP) addressing:

- a. The student's present level of performance: Noting strengths and weaknesses as they relate to physical education as well as successful instructional strategies (adaptations) to meet those needs.
- b. The goal: Indicating in observable, measurable terms the skill(s) and level(s) of achievement the student is expected to attain via adaptations by the review date.
- c. Short term objectives: Indicating the sequential performance objectives in observable, measurable terms that are directly related to enabling the student to achieve the goal.
- d. Strategies/Materials: Indicating the adapted instructional activities, procedures and materials that will be used to carry out the short term objectives.
- e. Evaluation: Indicating the student's performance related to the stated objectives.

STUDENT EXPECTATIONS:

Each student's individual expectations will be addressed in the student's IEP via the goal(s) and objectives.

COURSE TITLE: Alternative Physical Education

GRADE LEVEL: Senior High School ED/SSC Programs

COURSE NUMBER:

TERMS OFFERED:

CREDITS:

COURSE DESCRIPTION:

Alternative Physical Education is designed to serve those students who have had a history of physical education failure in the regular program after every effort has been made by the school, student and parent to deal with the reason(s) for the failure.

Students will be selected for this separate program because of an abnormal attitude toward physical activity which has prevented them from receiving the benefits of physical activity which they might have derived otherwise. Common among such attitudes are fear of contact, dislike of physical activity, an aversion to dressing in the presence of others, a low expectancy for regular classroom successes or fear that their perceived fragile self-images may be weakened even further in a physical environment that demands responses that they cannot at this time in their lives afford to give.

The Alternative Physical Education Instructor (i.e., the special education teacher/regular physical education teacher) will assist each student in discovering meaningful life-long learning opportunities in recreation and leisure activities as well as work to develop within each student skills and competencies within the social, behavioral, and cognitive areas pertinent to leisure and physical activities.

The course is designed to meet three primary goals:

1. To provide the student with the benefits of physical activity in an alternative course to the regular program.

2. To provide an atmosphere enabling the student to deal effectively with the attitudes which caused the failure in previous year(s).
3. To reduce and/or eliminate from the student's mind the negative stimuli that prevented their access into the regular school curriculum.

With the negative stimuli reduced or eliminated, integration into the regular physical education program becomes more feasible.

AREAS OF STUDY: ALTERNATIVE PHYSICAL EDUCATION

The regular school's physical education course offerings as well as others in the recreation/leisure area will be made available via the alternative section, however, the primary areas of study will vary from student to student pending the individual reason(s) for placement into the program.

The student's special education instructor, regular physical education instructor, alternative physical education instructor (if different from the preceding), counselor, with the student/parent will:

1. Develop a program that would be most beneficial in meeting the student's individual needs. This would involve the identical amount of time which is mandated in the regular program.
2. Develop an Individualized Education Program (IEP) addressing:
 - a. The student's present level of performance: Noting strengths and weaknesses as they relate to physical education as well as successful instructional strategies (adaptations) to meet those needs.
 - b. The goal: Indicating in observable, measurable terms the skill(s) and level(s) of achievement the student is expected to attain via alternatives by the review date.

- c. Short term objectives: Indicating the sequential performance objectives in observable, measurable terms that are directly related to enabling the student to achieve the goal.
- d. Strategies/Materials: Indicating the alternative instructional activities, procedures and materials that will be used to carry out the short term objectives.
- e. Evaluation: Indicating the student's performance related to the stated objectives.

STUDENT EXPECTATIONS:

Each student's individual expectations will be addressed in the student's IEP via the goal(s) and objectives.

COURSE TITLE: Science/Health

GRADE LEVEL: Senior High School ED/SSC Programs

COURSE NUMBER:

TERMS OFFERED:

CREDITS:

COURSE DESCRIPTION:

The Science/Health Program is designed to provide those basic understandings that are needed to function in everyday living situations. A functional approach will be taken to emphasize instruction on concepts which directly relate to the students daily experience. The basic thrust of the course is to learn and be able to apply those concepts that will make daily living more understandable and easier.

The program includes two levels with concepts being developed sequentially. Placement in either level or regular class will be determined by assessment. Each level will also consist of two interrelated components; you and the world you live in.

AREAS OF STUDY: SCIENCE/HEALTH

LEVEL I

I. You

A. Personal Grooming and Hygiene

1. The need for regular health care.
2. The need for body cleanliness.
3. The consequences of poor health or inadequate personal hygiene and grooming.
4. When and how to use body cleaning agents and grooming aids.

B. Personal Habits Promoting Good Health

1. The basic principles of health maintenance.
2. The basic principles of nutrition.
3. The relationship between drugs and health.

C. Physical Health

1. Emergency health care.
2. Common health care practices that prevent injury, illness or infection.
3. Proper use of medications.
4. Child health care practices.
5. Importance of health care.
6. Rudiments of body temperature.

D. Mental Health

1. Recreation, relaxation.
2. Adjusting to change.
3. Fear, worry, stress.
4. Controlling emotions.
5. Mental illness.

E. Dealing With Potential Hazards and Accidents

1. Recognize potential hazards.
2. Where and when to apply basic safety measures.
3. When and how to apply first aid.
4. How and whom to ask for help in emergencies.

II. The World You Live In

A. Biological Aspects of Environment

1. Types of environment: The earth, land, air and water.
2. Environment's effect on life
 - a. Ocean plants and animals.
 - b. Land plants and animals.
 - c. Environments and ecology.
 - d. How people change and protect environments.

- B. Physical Aspects of the Environment
 - 1. Magnets and magnetic forces.
 - 2. Electricity
- C. Plant and Animal Reproduction
 - 1. How plants grow without seeds.
 - 2. Flowers
 - 3. Seeds and how they travel.
 - 4. Animal needs/reproduction.
- D. Digestion and Food
 - 1. How digestion begins and is completed.
 - 2. Eating for good health.
- E. Matter and Energy
 - 1. Energy and work.
 - 2. Heat and friction.
 - 3. Machines

LEVEL II

I. You

- A. What Is Your Body Made Of?
 - 1. Cells
 - 2. Tissues
 - 3. Organs
 - 4. Systems
- B. Human Growth and Development
 - 1. Infancy to adulthood physical/mental growth.
 - 2. Menstruation/ejaculation
 - 3. Masturbation/intercourse
 - 4. Contraception

5. Abortion
6. Veneral disease
- C. How to Apply Principles of Health to Planning and Raising a Family
 1. The physical and psychological influences of pregnancy and the need for proper prenatal care.
 2. The importance of family planning and the effectiveness of various birth control.
 3. Basic child rearing practices.
 4. Special health needs and concerns of adolescents.
- D. Where, When and Why to Seek Medical Help
 1. Obvious signs of illness and which require professional attention.
 2. Various types of medical facilities typically available in the community.
 3. How and why to follow medical instructions.
 4. How and why to communicate information about health problems to others.
- E. Home Management and Health
 1. Maintenance, repair and safe physical functioning of structural parts of living quarters.
 2. Safe and sanitary home living conditions.
 3. Proper food preparation and storage procedures.
 4. Appropriate laundry procedures.
 5. Functioning of home appliances
 6. Protective and utility agencies and their function.

11. The World You Live In

A. Our Changing Earth

1. The story of rocks.
2. How sand and soil are moved.
3. Conservation

B. Weather and Climate

1. Weather
2. Seasons and climate.

C. Search in Space/A New Frontier

1. The sun.
2. The sun's family.
3. Landing on the moon.

D. Living Things

1. What is a living thing?
2. The animal and plant kingdom.
3. Energy for life activities.

E. The Earth's Changing Atmosphere

1. Air and Water
2. Precipitation and how storms are caused.
3. Forecasting the weather.

F. The Earth - On and Inside It

1. What is the earth made of?
2. How is the earth built up and worn down?
3. How can we conserve soil?

G. Matter, Energy and Work

1. What is matter?
2. There are many forms of energy.
3. Light energy and how we use it.

LEVEL III

Regular Class

STUDENT EXPECTATIONS:

Each student will express knowledge in each of the preceding units via written, oral and/or graphic presentations. The degree of knowledge to be shown and method of display will be determined by the teacher and student prior to the beginning of the unit.

SOCIAL STUDIES

The Social Studies courses are designed to provide not only the requirements as outlined by the Iowa Code and/or the local school district, but most importantly, they are designed to make the course units relevant to the students lifelong needs.

Therefore, three separate courses of study have been outlined. These do not need to be taught in any order, but each should be addressed at some time during the high school program.

In addition to the content material presented in each of the three courses a variety of skills also need to be addressed. Like the separate courses, the skills do not need to be taught in any order or even within any one particular course. Instead, they should be presented to facilitate the acquisition of knowledge within the general framework of social studies. Example: Use of reference aids could be taught in one context in "You and Living in Your Community" by studying your local Chamber of Commerce, and in a totally different context in American History and Consumer Government by studying a variety of sources to find factual information. The skills listed below are but a sampling of those which should be addressed.

If it is judged, however, that a student has satisfactory knowledge of a courses areas of study and the skills acquisition prior to the taking of the SCI course, regular education courses would be explored.

SOCIAL STUDIES COURSE TITLES

1. Social Studies/You and Living in Your Community
2. American History
3. Consumer Government

SOCIAL STUDIES SKILLS

I. Use of Reference Aids

A. Aids in Books and Magazines

1. Table of Contents
2. Index
3. Glossary

B. Library Reference Aids

1. Readers Guide
2. Card Catalog

C. General Reference Books

1. Encyclopedia
2. Dictionary
3. Atlas

II. Understanding Tables, Graphs and Cartoons

A. Tables

1. Interpreting tables
2. Constructing tables

B. Bar, Line and Circle Graphs

1. Interpreting graphs
2. Constructing graphs

C. Cartoons

1. Recognizing cartoon symbols
2. Understanding political cartoons

III. Understanding of Geographic Skills

A. Identifying Continents and Oceans

1. Visualizing topographical features
2. Locating continents and oceans

- B. Reading Directions on a Map
 - 1. Understanding cardinal directions
 - 2. Using cardinal directions
- C. Locating Places on a Map
 - 1. Using a grid
 - 2. Understand latitude
 - 3. Understand longitude
 - 4. Using a globe
 - 5. Using latitude and longitude grid
- D. Reading Symbols on a Map
 - 1. Understand map symbols
 - 2. Distance and direction
- E. Calculating Mileage on a Map
 - 1. Understand mileage scales
 - 2. Use mileage scales
 - 3. Compute distance and direction
- IV. Evaluating Information
 - A. Identifying Facts and Opinions
 - 1. Recognizing facts
 - 2. Recognizing opinions
 - 3. Be able to separate fact from opinion
 - B. Recognizing points of agreement and disagreement by analyzing conflicting stories.
 - C. Recognizing bias by identifying statements of feeling.
 - D. Identifying primary and secondary sources
 - 1. Recognize primary and secondary sources
 - 2. Distinguish between types of sources

E. Assessing the Reliability of Sources

1. Understanding reliability
2. Selecting the most reliable source

F. Identifying Inconsistencies

1. Understanding consistency
2. Recognizing inconsistency

COURSE TITLE: Social Studies/You and Living in Your Community

GRADE LEVEL: Senior High School LED/SSC Programs

COURSE NUMBER:

TERMS OFFERED:

CREDITS:

COURSE DESCRIPTION:

Where ever one decides to make their residence, daily activities within the immediate community becomes the center of their existence: For this reason an individual not only needs to know his/her own personal strengths and weaknesses, but the community they reside in as well.

It is the general purpose of this course that individual students explore their personal/social development as it relates to the community they live in.

AREAS OF STUDY: SOCIAL STUDIES/YOU AND LIVING IN YOUR COMMUNITY

Areas II through VIII will be presented sequentially with Area I interwoven throughout each of the areas presented.

I. Personal Social Development

- A. Developing feelings of self worth
- B. Accepting criticism and praise
- C. Developing confidence
- D. Identifying ways to be accepted
- E. Knowing how to behave in public
- F. Making friendships and retaining them
- G. Dating
- H. Finding advice on personal matters

II. School Orientation

- A. Location of places
- B. People who work at and attend school

- C. Activities for students
- D. Academic programs for students
- E. Policies and rules
- F. Daily participation and social adjustment

III. Community Awareness

- A. Physical layout
- B. Business/commercial/manufacturing/agricultural
- C. Religions
- D. Educational
- E. When and how to use recreational resources
 - 1. Types of services offered by various facilities, both public and private, for recreation and entertainment.
 - 2. How to schedule activities at or through the various facilities.
 - 3. Types of equipment, or preparation, or previous experience that might be required for participation in various activities.
 - 4. Dining out: Using menus, reservations, ordering, tipping.
- F. When and how to use informational resources
 - 1. Which agencies or facilities provide various types of information.
 - 2. How to gain access to the various agencies.
 - 3. Circumstances under which various types of information might be helpful.
- G. How and when to use community services
 - 1. Which agencies or departments provide various types of services.

2. How to apply for or gain access to various types of community services.

IV. Transportation or Getting Around Your Community

- A. Kinds of transportation available.
- B. Determining appropriate modes of transportation.
- C. How to use schedules.
- D. Calculating fares and other costs of transportation.
- E. How to use road, city and special transportation maps.
- F. How to make reservations and other travel arrangements.
- G. How to apply for and obtain the various documents associated with travel.
- H. Understand how time zones and daylight savings time may affect travel plans.
- I. How modern transportation causes public problems.
- J. How to drive safely and legally.
- K. Choosing and maintaining an automobile.

V. Obtaining and Maintaining a Household

- A. Selecting a place to live
 1. Locating available housing
 2. Assessing prospective dwellings
 3. Renting vs buying
- B. Renting a dwelling
 1. Rental considerations
 2. Leases
 3. Insurance

- C. Buying a home
 - 1. Using a realtor
 - 2. Relationship of income to housing expenses
 - 3. Down payments
- D. Repair and maintenance of home, furnishings and appliances
 - 1. Servicing/inspection
 - 2. Estimates
 - 3. Effect of improvements on resale value
 - 4. Appliance care
- E. Budgeting and the payment of bills
 - 1. Budgeting
 - 2. Fixed expenses
 - 3. Variable expenses

VI. Nutrition, Food Purchase and Preparation

- A. Proper diet
- B. Meal planning
- C. Convenience foods vs home prepared foods
- D. Reading recipes
- E. Reading instructions on packaged food containers
- F. Cost, sales, coupons

VII. Family living

- A. Marriage
 - 1. Marriage license
 - 2. Family planning
 - 3. Budgeting

B. Child care

1. Pregnancy/prenatal care
2. Child rearing

VIII. Death and Dying

STUDENT EXPECTATIONS:

Each student will express knowledge in each of the preceding units via written, oral and/or graphic presentations. The degree of knowledge to be shown and method of display will be determined by the teacher and student prior to the beginning of the unit.

COURSE TITLE: American History

GRADE LEVEL: Senior High School ED/SSC Programs

COURSE NUMBER:

TERMS OFFERED:

CREDITS:

COURSE DESCRIPTION:

The primary purpose of the course will be to familiarize students with basic information about American History with the emphasis being on its application to events in the students life today as well as in the future.

America's history will be presented chronologically from the discovery of the new world to where we will be going tomorrow. Each unit will begin with a question which will be answered by supplying the students not only with information about America's past, but more importantly, on how this will help us live today as well as have a better life tomorrow.

AREAS OF STUDY: AMERICAN HISTORY

I. Discovery of the New World

- A. Why do people look for a new place to live?
- B. Discovery of Americas
- C. Settlement of the United States

II. The Revolution and National Heroes

- A. Why aren't people happy after they found a new place to settle?
- B. Tax issue
- C. Representation issue
- D. Events of Revolutionary War
- E. National heroes

III. The Establishment of the Constitution

A. Why do people want rules and rights written down?

B. The Bill of Rights

1. Rights of individuals

a. What it means today to the students to have
free speech, freedom of religion, and free press.

b. Meaning of right to bear arms

c. Personal rights when arrested

d. Rights in court

e. Private property

2. Responsibility of citizenship

a. Voting

b. Following laws

c. Reporting crimes

IV. Expansion of the Frontier

A. Why do people want more land and what does this cost?

B. Louisiana Purchase

C. War of 1812

D. Settlement of Iowa

E. Discovery of gold in California

F. Civil War

1. Slavery

2. War activities

3. 13th and 14th Amendments

Emphasis on Civil Rights of today

Explore the meaning of prejudice and oppression

V. The Industrial Revolution

A. Why do people want bigger and better things and what does this cost?

B. Growth of big industry and capital

C. Working conditions

1. Child labor - what it means today.

2. Long hours - how long do people work today.

3. Low wages - what that means today.

4. Worker living conditions - tenements, poor sewage, etc. -
why we pay taxes for these things now.

D. Depression or economic panics: 1870 - 1896

1. Effect of a business turndown

2. Meaning of being laid off - effect on 19th century worker
compared to today.

3. Effect on farmers

E. Growth of monopolies

1. Meaning of unfair competition

2. Manipulation of markets

F. Development of unions

1. Need for unions in 1800's

2. How unions were treated

3. What unions do for workers

4. What it means for the student to join a union

5. How to join a union

VI. The Twentieth Century

A. Where have we come and what has happened since 1900?

1. Growth of American and European military power

2. Development of automobile

3. Invention of the airplane
4. Beginning of modern industry
 - a. Assembly line work
 - b. Production of goods at lower prices
5. World War I
 - a. New forms of warfare
 - b. National mobilization
 - Patriotism overdone
 - Sale of bonds
 - c. The draft
- B. The 1920's
 1. Growth of industry using electricity
 2. Growth of automation in industry
 3. Growth of hate groups - examine the activities of KKK
- C. The Depression
 1. Fall of stock market and terrible unemployment
 2. New Deal
 - Government work programs
 - Government projects to stimulate economy
 - Establishment of NLRB (National Labor Relations Bureau)
to settle union violence.
 3. Social Security
- D. World War II
 1. Threat of Hitler
 - Hitler's treatment of Jews
 - Germany's expansion
 - Growth of Nazi Party

2. Japan's role in bringing United States into war
3. Serving in the military
 - a. Draft
 - b. The different branches of military
4. The end of the war and bombing of Hiroshima and Nagasaki
Bring home the troops
The baby boom
The GI bill

E. 1950's

1. Korean War and Cold War
2. Growth of prosperity
3. Birth of rock and roll music
4. Sputnik
5. Teenage gangs

F. 1960's

1. Vietnam War
2. Draft protests and demonstrations
3. Growth of drug use
Many teenage deaths
Ruined lives
4. Civil Rights movement

G. 1970's

1. End of Vietnam War
2. Watergate
3. Energy crisis
4. Environmental concern

VII. Current Issues

A. Where are we today and where are we going?

1. Recession
2. Inflation
3. Trade imbalance
4. Social issues of 1980's
5. Employment opportunities of 1980's
6. Recreational opportunities in 1980's (coping with leisure)
7. Keeping informed
8. Modern American business, government and industry
9. Draft, draft registration, peace or war

STUDENT EXPECTATIONS:

Each student will express knowledge in each of the preceding units via written, oral and/or graphic presentations. The degree of knowledge to be shown and method of display will be determined by the teacher and student prior to the beginning of the unit.

COURSE TITLE: Consumer Government

GRADE LEVEL: Senior High School ED/SSC Programs

COURSE NUMBER:

TERMS OFFERED:

CREDITS:

COURSE DESCRIPTION:

More than ever before young people have questions about their individual rights at school, in their community, and within their homes. So, too, must young people be aware of their obligations in the democratic process which they will soon be a part of. For these reasons, the government course will have two primary goals:

Goal #1: To assist each student in understanding their individual rights and responsibilities under the law and the reasons for the existence of laws.

Goal #2: To assist each student in understanding the democratic process and the role of the individual in the political process.

AREAS OF STUDY: CONSUMER GOVERNMENT

Goal #1: Rights and Responsibilities

I. The Law

- A. Different kinds of laws
- B. Responsibility to obey laws
- C. Consequences for failure to obey laws

II. The Law and Your Home

- A. Responsibilities of parents
- B. Child's responsibility to parents
- C. Delinquent behavior

III. The Law and Recreation

- A. Driver's license
- B. Motor vehicles
- C. Guns
- D. Hunting/fishing
- E. Curfews

IV. The Law and School

- A. Attendance/truancy
- B. Suspension/expulsion
- C. Demonstrations/protests
- D. Physical punishment
- E. Locker searches

V. The Juvenile Justice System

A. Crime

- 1. Minors
- 2. The arrest
- 3. Trial and conviction
- 4. Sentencing
- 5. Specific offenses
- 6. Adult criminal law and penalties

B. Juvenile Court

- 1. Juvenile court vs adult court
- 2. Delinquency
- 3. Minor's rights
- 4. The decision of the judge
- 5. Traffic charges

C. Probation

VI. The Law and Alcohol, Tobacco, Drugs and Marijuana

- A. Buying
- B. Sale
- C. I.D.

VII. The Law and Marriage

- A. Age and consent
- B. License
- C. Legal obligations
- D. Emancipation by marriage
- E. Dissolution

Goal #2: Democratic Process

I. Government

A. City government

- 1. Local council
- 2. Mayor
- 3. Districts

B. City judicial system

- 1. Police
- 2. Local jails
- 3. Courts

C. County government

- 1. What is a county?
- 2. Sheriff and deputies
 - a. Jurisdiction
 - b. Elected position
- 3. County judge
- 4. County services

D. State government

1. What is a state?
 - a. Capitol
 - b. Boundaries
2. Judicial branch
 - a. County courts
3. Legislative branch
 - a. House of Representatives
 - b. Senate
4. Executive branch
 - a. Governor

E. Federal government

1. Supreme Court
 - a. The Constitution
 - b. The Bill of Rights
2. The House and Senate
3. The Presidency

II. Maintenance of Government

A. Electoral process

1. Voter registration
2. Balloting
3. Types of elections

B. Individual rights

1. Due process
2. Habeas Corpus
3. Bill of Rights

C. Individual influence

1. Letter writing
2. Lobbies
3. Referenda

D. Individual obligations

1. Jury duty
2. Selective service

STUDENT EXPECTATIONS:

Each student will express knowledge in each of the preceding units via written, oral and/or graphic presentations. The degree of knowledge to be shown and method of display will be determined by the teacher and student prior to the beginning of the unit.

COURSE TITLE: Positive Affect (or Feelings)

GRADE LEVEL: Senior High School ED/SSC Programs

COURSE NUMBER:

TERMS OFFERED:

CREDITS:

COURSE DESCRIPTION:

The Positive Affect class is designed to enhance pupil feelings of esteem, connectedness and control. Class instruction (interaction) will increase pupil awareness and understanding of human feelings, needs, values and behavior. Concurrently, instruction will be designed to develop and/or enhance personal and group interpersonal communication skills as well as rational problem solving skills.

AREAS OF STUDY: POSITIVE AFFECT (OR FEELINGS)

The areas of study for the Positive Affect class will focus completely on bringing feelings and emotions, values and human behavior into the everyday curriculum through planned lessons, units, or activities that focus specifically on the affective phenomena.

Units of instruction will include:

- I. 1) Exploring basic emotional needs that people have and how behavior is oriented towards meeting these needs.
- 2) Understanding roles people take (Who are you now. . . Who will you be. . .?).
- 3) Activities designed to help students develop more effective group participation skills.
- 4) Activities devoted to establishing more accepting and helpful peer interaction patterns.

5) Develop and maintain an ongoing unit that helps each child to clarify his/her values, major strengths, likes, dislikes, etc.

a. Key areas explored will be:

1. Self awareness.
2. Decision making.
3. Self respect - respect for others.
4. Self discipline.

II. The affective (feeling) units of instruction noted in section I will merge (whenever possible) with the cognitive (academic) objectives. In fact, each aspect of learning (affective and cognitive) tends to enhance the development of the other.

STUDENT EXPECTATIONS:

Students participating within the Positive Affect class will increase their awareness and understanding of human feelings, needs and behavior. In addition, students will develop better communication and group interaction skills.

Finally, the student may become more open to innovative and constructive forms of learning and interaction. For as the affective domain of feelings, values, attitudes, etc. are experienced, explored and shared, the individual student will become more receptive to academic (cognitive) content.

COURSE OF STUDY
SECONDARY MENTAL DISABILITY TRAINABLE/SELF-CONTAINED SPECIAL CLASS

I. DEFINITION OF POPULATION TO BE SERVED

Mental Disability Trainable (MDT) refers to those pupils who display significant deficits within most areas of adaptive behavior and intellectual functioning to the extent that special self-contained programming is required.

Adaptive behavior means, for educational purposes, the capacity of the individual to effectively meet the demands of the environment in an age-appropriate socially acceptable manner and represent an aggregate within the identified instructional domains.

II. DEFINITION OF MODEL PROVIDING PROGRAMS AND SERVICES

Mental Disability Trainable students are typically served within a Self-Contained Special Class (SSC) model. A Self-Contained Special Class is defined as a special education model serving students with similar special needs to the degree that they require special education instruction on a full time basis. The primary educational responsibility for the student assigned to this class is with the special education teacher. Some MDT students can profit from participation with lesser mentally disabled students such as those served in a Self-Contained with Integration (SCI).

MDT students ordinarily cannot profit from participation with regularly enrolled students in academic subjects, but do benefit from integration into other school specials and activities.

III. CHARACTERISTICS OF MDT COURSE OF STUDIES

It is the intent of the MDT course of studies to promote independence at home, at work and in the community. To attain this goal, the curriculum must incorporate the following characteristics..

Age Appropriate

Age appropriate curriculum minimizes the performance differences between MDT students and their nonhandicapped peers. Often educators and parents have relied upon the mental age (MA) of the student in determining skills to be taught. Thus one could observe a 19 year old MDT student with a mental age of five years engaged in playing a board game such as "Candy Land" because nonhandicapped five year olds engage in such games. Rather than MA-referenced curricula, it is recommended that the objectives, materials, and instructional settings within the school should be consistent with the student's chronological age. Educational curricula must be developed to reduce the discrepancies between the MDT student and nonhandicapped chronological age peers. MA-referenced curricula often serves to magnify rather than reduce, the discrepancy. It is recognized that some MDT students may not be able to perform the wide range of skills exhibited by these nonhandicapped chronological age peers. However, educators must communicate the expectations of more adult like behavior for MDT students to parents, employers, others in community environments and to the students themselves.

Functional

Functional curriculum addresses skills which are essential in present and/or future community environments. When determining skills which will be/or are needed, one could ask themself:

1. If the student cannot do a given skill, would someone else have to do it for him?
2. Is this skill needed in present or adult life?
3. Are the materials, actions and conditions similar to those expected in "real life?"

Community Classroom Model

In order to meet the broad program goals discussed above, a change from the traditional classroom model to what is termed a Community-Classroom Model must be made. The traditional classroom model involves instruction in school that perhaps is followed by attempts to determine how such skills apply to the "real world." Too often, since school activities reflect sifted-through and watered-down general educational goals and objectives, taught through artificial paper-pencil tasks and materials, there is no direct application to real world demands. While it often can be inferred that nonhandicapped students will generalize from such activities to functional skill application in the real world, such is generally not the case with mental disability students. As a result, MD students often graduate from traditional programs ill prepared to perform even the most basic life competencies.

Given these grim realities, school districts have taken steps toward improvement of the traditional model by providing "field trips" through which more community exposure is provided. Unfortunately, curricula based on community demands are not developed nor is systematic community based instruction provided. While community exposure is a necessary component of a Community Classroom Model, exposure alone is not sufficient. More importantly, school programs need to be reorganized so that staff look to present and future environmental demands to determine their curricular goals and objectives. Through ongoing, systematic needs assessment, data are gathered by staff prior to community exploration to determine those tasks and functions which are required for more independent performance within less restrictive environments. Once skills necessary for community adaptation have been identified, such skills can be brought into the school program (see Figure 3) within the classroom space. Some preliminary instruction and rehearsal may be appropriately introduced. The major portion of instruction, data collection and evaluation, however, should take place in natural environments in which such actions typically take place in order to obtain some degree of assurance that school instruction actually has a positive, productive impact on student performance in natural environments.

Partial Participation

The concept of partial participation directs educators and parents to consider adaptations in procedures, sequences, and materials that allow students to participate in activities to the maximum extent



Figure 3. Community-Classroom Model

possible. For example, a student who cannot perform the variety of tasks necessary to independently search for and buy a list of grocery items may be taught how to select items from the shelf once the item has been pointed out by an adult and then place the item in the shopping cart.

Partial participation allows the MDT student to experience a series of normalized functional and fundamental daily living activities. Therefore, students need not be excluded from participation in activities simply because they may never achieve a completely independent level of functioning.

Likewise, partial participation reduces the amount of adult assistance necessary to maintain present and post-school environments.

Longitudinal and Comprehensive Programming

Longitudinal and comprehensive curricula embody at least two important components. First, they present a sequential hierarchy of skills, skills that build upon one another, such that a student does not engage in the same activities at age 18 as they had engaged in at age six. Rather, skills taught at subsequent years in a student's program involve more complex requirements that extend a student's previously acquired skills. For example, a six year old MDT student's instruction in restaurant use skills might involve teaching him/her to select an open seat and indicate which of two teacher-presented choices (hamburger or hot dog) they wish to order. More complex restaurant use skills for older students or students who have acquired these and other rudimentary skills might be to use actual or simulated menus to order their own meal.

Increasingly complex skills appropriate for some students might be to teach them to plan their meal "menu" (select a main dish [cheeseburger], side order [french fries], and beverage [Coke]), determine its cost beforehand, bring sufficient money, order and pay for the meal. Such sequential curricula should minimize the change that the MDT program for secondary students merely represents a rehash of activities experienced in their early school years.

The second component of longitudinal and comprehensive curricula is that they not be viewed as static, immutable end products through which all students must progress. It is anticipated that curricula will undergo considerable revision because: a) students present a wide skill range, thus requiring numerous individualized curricular modifications; b) curricula developed for the current secondary population will require extension as younger students possessing more skills reach intermediate and secondary age; c) post-school environmental demands are likely to change across communities and over time. Thus, curricula development must be viewed as a long-term process in which parts are developed each year.

Close contact must be established and maintained between teachers of elementary and secondary age MDT students. Teachers of elementary age students should be aware of skills ultimately needed to function in less restrictive post-school environments and must begin addressing these instructional areas.

While many programs for younger MDT students subscribe to a normal developmental approach, we are advocating curricula referenced primarily upon demands of present and post-school environments. While some

developmental activities will naturally occur, they might best be embedded within functional activities and contexts.

Community referenced instruction cannot be postponed until students are secondary age. To do this would perpetuate the current situation in which secondary teachers frantically try to build in necessary functional skills in the limited time remaining in school. As younger students acquire rudimentary skills necessary for post-school survival, teachers of these students, as they become secondary age, will have more skills to build upon and will not have to resort to frantic "catch-up" attempts.

Teachers of secondary students also must keep in contact with elementary MDT teachers. Secondary teachers must be aware of skill repertoires of students arriving from elementary programs so that they might extend their curricula even farther.

Interactions with Nonhandicapped Peers

Since involvement in less restrictive vocational, domestic, recreation/leisure and community post-school environments will result in contact between MDT and nonhandicapped individuals, programs should provide such integrative experiences throughout the school program years. That is, MDT students should have longitudinal interactions with both nonhandicapped chronological age peers and adults. This integration could take the form of either bringing MDT students into contact with the nonhandicapped population (e.g., library use training, store shopping, bus riding skills instruction) or bringing nonhandicapped persons into contact with MDT students (e.g., grade tutors/partners working in classrooms).

Systematic planning will be necessary for positive, mutually beneficial interactions to occur. Preplanning in the form of providing information about MDT students to nonhandicapped persons, training nonhandicapped tutors/partners/coworkers and training MDT students themselves in rudimentary social skills such as eye contact, greetings and appropriate interaction skills, will be necessary. Ongoing efforts to determine the variety of interaction opportunities likely to be encountered in home, school, work and community environments, and systematic training on skills involved in such interactions are extremely important if MDT students are to function in a heterogeneous world. Most importantly, programs cannot wait until a student is about to graduate to provide such interaction opportunities. The lengthy skill acquisition time of most MDT students, the need for long-term efforts to change community perceptions, and the potential benefits of normal peer models during a student's formative years, require ongoing interactions to be an integral part of the total school program.

Coordinated Support Team

All professionals working with MDT students need to be concerned with providing skills necessary to live in the real world. Too often the programming provided by various instructors (i.e., teacher, aide, occupational therapist, physical therapist, speech and parent) is fragmented. The teacher does his/her thing in the classroom, the speech clinician takes the student to the speech room for 20 minutes, and the OT/PT takes the student to the therapy room for 30 minutes. This model does not encourage communication between professionals and often times

parents are uninformed or unaware of what is being taught their son/daughter. This traditional role of professionals cannot be maintained if the skills of the student are to be used in a functional context. An integrated therapy model for support services should be used to assess the student in natural environments, teacher clusters vs. isolated skills, and teach skills with a variety of instructional materials, persons and cues in natural environments.

IV. AREAS OF STUDY TO BE INCLUDED

Broad goals for programs serving MDT students should be to prepare such students to function more adaptively in their present domestic, vocational, leisure/recreational and community environments and in less restrictive, more normalized future environments. In order to address the program goals of more adaptive present and past school functioning, the six broad curricular domains of vocational/career education, daily life competencies, functional math, language arts, written, verbal and/or modified methods of communication, social studies, and physical education/leisure skills are addressed.

V. EDUCATIONAL OUTCOMES

Content for programming is determined by the priorities established in the Individualized Educational Program reflecting demands of an individual's present and future natural environments. Likewise, the degree to which students participate in each instructional domain may vary. Factors to be considered in selection of individual programming will include: 1) teacher and parent educational priorities; 2) student strengths and weaknesses (cognitive, physical/motoric, emotional and

social)); 3) availability of community and school resources; 4) age-appropriateness and functionality; and 5) requirements of current and anticipated future natural environments in which the student may function. Criteria for completion of program must likewise be determined through assessment and longitudinal planning. It should be noted that this course of study does not intend to imply that instruction will be successful in promoting total independence for all students within each of its six domains. Indeed, there will be students with whom independence will not be achieved.

Rather the intent of the course of studies is to assess and enter each student within the continuum of skills at his/her individual capability level and present those skills and experiences which will best provide the greatest degree of functional independence for present and future living.

COURSE TITLE: Daily Life Competency (Science/Health)

GRADE LEVEL: Secondary MDT

COURSE NUMBER:

TERMS OFFERED: Ages 15-21

CREDITS:

COURSE DESCRIPTION:

The Daily Life Competencies Course of Studies provides those competencies necessary for basic independent or semi-independent living.

AREA OF STUDY: Life Competency, Science, Health

OVERVIEW OF LIFE COMPETENCY, DOMESTIC MANAGEMENT SKILLS:

Domestic management skills are those which are required for independent or semi-independent group/family living. At the secondary level, the student is becoming an adult member of his household. Curricular planning should continue to develop domestic skills necessary in grooming, hygiene, health education, family life including sex education, housecleaning, meal preparation, and clothing care activities. Sequencing skills and activities will be emphasized including identifying the need to perform, select, plan, initiate, participate, maintain, and terminate activities. The student should acquire skills that allow him to perform some activities as independently as possible as well as those skills necessary to participate and interact with others in domestic activities. Specifically, the student should acquire skills which are necessary to meet the day-to-day needs and interest of the student as an individual, as well as those which allow him to become a contributing

social member of a functioning household. In order for the educational program to be as preparatory as possible, post-school domestic environments need to be projected. Parental input is critical in determining and analyzing these post-school domestic environments for each student. The projected post-school domestic environment will affect the type of individualized domestic programming that should be provided for each student.

A. Household Management

Kitchen: Wash, dry, sort, put away utensils and dishes to proper places. Clean oven, refrigerator, freezer, sink, garbage disposal, floor and counters.

Bedroom: Strip bedding, make bed, put clothing neatly away in proper place. Vacuum and dust floors, furniture.

Bathroom: Clean toilet, bathtub, shower, sink, counter, mirror, floor. Empty wastebasket. Replace towels, washcloths, toilet tissue, soap, shampoo, toothpaste, etc. when necessary.

Living Room: Clean floor, dust and polish furniture, stack papers, magazines, books, records. Clear furniture, empty ashtrays.

B. Meal Planning and Preparation

- Plan grocery necessities ahead of time.
- Select items from grocery store from planned grocery list.
- Buy healthful and varied foods in appropriate quantities.
- Verbalize information about proper nutrition and food groups in light of weight control and maintaining a healthy body.
- Plan meals according to preparation directions and time.

- Proper use of oven, stove, toaster, mixer, can opener, coffee pot, timer and utensils.
- Set table correctly and for correct number of persons.
- Clear table, scrape, rinse and stack dishes.
- Wipe table and chairs.
- Properly store leftover foods.

C. Laundry/Clothing Maintenance

- Recognition of importance for clean repaired clothing.
- Identification of articles in need of washing and/or repairs.
- Sort clothing.
- Properly use washer and dryer settings.
- Measure detergent, softeners and bleach correctly.
- Remove clothes from washer when finished.
- Transfer items to dryer.
- Remove clothes from dryer at proper time, folding, sorting and storing of cleaned items.
- Selection of clothing in need of ironing, preparation of articles for ironing.
- Proper use of iron and ironing board.
- Sewing on missing buttons, mends minor tears by hand and by using sewing machine.

D. Grooming and Hygiene

Express need for clean, properly maintained body. Independence in bathing or showering, brushing teeth, shampooing, use of deodorant, shaving (legs, beard, underarms), use and disposal of sanitary products.

E. Sexual Awareness

- Distinguishes between friendship, working and romantic relationships.
- Chooses friends in terms of personal values, appropriately displaying liking of friends. Respond to needs and feelings of others.
- Distinction and identification of body parts, bodily changes.
- Birth control information, Venereal Disease information.

F. Personal Adjustment

- The MDT student will be guided in gaining realistic personal goals and expectations, as well as a realistic picture of self, as others see him/her. Assistance in assessing likes and dislikes, preferences, strengths and weaknesses. Appropriate display of emotions and release of tension, frustration as well as dealing with praise, criticism, rejection and overall responsibility for own behaviors.
- In addition, basic manners in social interaction with others will be incorporated across all domains throughout the entire MDT program as natural circumstances present themselves.

EXPECTATIONS FROM STUDENTS:

The student will actively participate in all Life Competency Units of Study. Achievement will be assessed based upon individual independence and carryover outside of traditional educational settings to their personal living environments.

COURSE TITLE: Functional Math

GRADE LEVEL: Secondary MDT

COURSE NUMBER:

TERMS OFFERED: Ages 15-21

CREDITS:

AREA OF STUDY: Math

OVERVIEW OF FUNCTIONAL MATH:

The Functional Math course of studies is concerned with teaching students to perform math or quantity-related tasks. Mathematical concepts and simple computational skills are an integral part of most people's lives. In order that the MDT student may function as independently as possible within his environments the following areas of emphasis are included. Emphasis in each of the skills listed is to be upon functional application as opposed to discipline mastery.

The math skill sequence used is similar to sequences used in general education curricula since there is evidence that learners who have been labeled mentally disabled learn math skills in the same sequence as nonhandicapped learners. (Spradlin, Catter, Stevens and Friedman, 1974)

However, a major difference between this course of studies for MDT students and commercially available curricula is the emphasis on teaching students to solve functional math problems. Students who have not yet learned to count, recognize numerals, and associate a quantity with a numeral may be taught to solve many functional math problems by aligning objects in a one-to-one correspondence. For example, to set

the table a student may first count the number of place settings and then count out the appropriate number of plates and glasses. A student who has not yet learned to count may solve the same functional math problem through providing each place setting with a plate and glass. When the student has established a one-to-one correspondence between the place settings and the plates and glasses, the table is correctly set. The emphasis on one-to-one correspondence provides those students with severe skill deficits a method for solving functional math problems.

A. Sets

1. Sorts objects;
2. Identifies a set of objects;
3. Identifies a set of two unlike objects;
4. Make sets of two unlike objects.

B. One-Many

1. Identify sets of one and many;
2. Take one or many objects from a group.

C. One-to-One Correspondence

1. Equal;
2. Fewer;
3. More;
4. Less.

D. Counting

1. Counts 1-20 objects;
2. Counts out a specified number of objects from a group;
3. Rote counts from one to a designated number;

4. Numeral matching to quantities;
 5. Numeral recognition;
 6. Matching quantities to numerals;
 7. Ordering numerals;
 8. Ordering quantities;
 9. Writing numerals.
- E. Addition/Subtraction
1. Objects;
 2. Numerals and objects;
 3. Numerals and lines;
 4. Numerals;
 5. Facts.
- F. Multiplication/Division
1. Counts by 1, 2, 5, 10's;
 2. Objects;
 3. Numerals;
 4. Facts.
- G. Story Problems
1. One-to-one correspondence;
 2. $X + Y = 2$ / $X - Y = 2$;
 3. $X + 2 = Y$ / $X - 2 = Y$.
- H. Money
1. Identification of all U.S. coins and bills to \$20;
 2. Value of all U.S. coins and bills to \$20;
 3. Change making;
 4. Money exchange in buying purchases;

5. Use of common machines
 - a. Telephone;
 - b. Vending machines;
 - c. Recreational games.
6. Management of money
 - a. Differentiate between necessity and luxury;
 - b. Checking;
 - c. Savings;
 - d. Difference between gross and take home pay.
- I. Time
 1. Tell time to whole hour;
 2. Tell time to half hour;
 3. Tell time to quarter hour;
 4. Understanding of day/evening events;
 5. Use of time card;
 6. Necessity for punctuality;
 7. Use of schedules, e.g., public transportation, television, etc.
- J. Calendar
 1. Use of;
 2. Days of week;
 3. Months;
 4. Seasons;
 5. Concepts, e.g., today, tomorrow, yesterday, years.
- K. Measurements
 1. Cooking

2. Linear;
3. Quantitative;
4. Tools;
5. Utensils;
6. Weights (wet, dry);

L. Vital Statistics

1. Name;
2. Address;
3. Age;
4. Sex;
5. Birthdate;
6. Father/guardian's name;
7. Clothes/shoe sizes;
8. Date;
9. Height;
10. Weight;
11. Social security number;
12. Telephone number.

EXPECTATIONS FROM STUDENTS:

The student will demonstrate independent use of the above concepts through successful and appropriate interactions within the home, work and community environments.

Instruction will expect the student to participate in daily application of skills using tasks, games, repeated practice tasks, class discussion, and established community based situations.

COURSE TITLE: Language Arts/Communication

GRADE LEVEL: Secondary MDT

TERMS OFFERED:

CREDITS:

COURSE DESCRIPTION:

Impaired language and communication skills constitute major obstacles to the social, emotional and vocational adjustment of mentally disabled persons. If mental disability students are to function with some degree of success in a nonhandicapped society, they must be taught the language skills necessary to communicate effectively in a variety of social, recreational and vocational settings.

Language arts instruction at the secondary MDT level is based upon functional, age appropriate practice reading, writing and communication instruction which is preparatory in aiding social adjustment in the home and community and developing economic usefulness.

AREA OF STUDY: Communication/Verbal and Nonverbal

OVERVIEW OF COMMUNICATION:

A. Verbal

1. Expressive

a. Single words

1) Nouning;

2) Verbing (present, past, future);

3) Descriptors (adverbs, prepositions).

b. Social conversation

- 1) Smiling or responding appropriately to greeting responses;
- 2) Communicate basic needs by means of verbal expression or gestures;
- 3) Engage in appropriate small talk, e.g., break time with co-workers.

c. Vocational conversation

- 1) Job interview;
 - a) States personal information;
 - b) States job being applied for;
 - c) States work experience/training;
 - d) Names three personal references;
 - e) States health conditions;
 - f) Others as required by employer.

*Contact by teacher to employer should be made prior to student interview to analyze interview content.

- 2) Verbalizes correct information about employee's and supervisor's role.
- 3) Verbalizes supervisor instructions and/or directions.
- 4) Verbally requests assistance from supervisor:
 - a) Cannot do the job;
 - b) Runs out of materials;
 - c) Finishes job;
 - d) Feels too sick/tired to work;

- e) Needs drink, restroom;
- f) Makes a mistake;
- g) Others as indicated by job site.

B. Nonverbal

While spoken words are the preferred primary means of communication for all students, there are MDT students who fail to acquire the skills necessary for functionally using such verbal communication means. If a student is severely handicapped in the area of verbal communication, decisions related to the choice of communicative alternatives becomes extremely complex as well as crucial. If it appears that a student is not able to acquire verbal communication skills, workable nonverbal systems must be developed to make communication possible. However, when attempts to teach verbal communication skills have been unsuccessful and a decision is made to teach communication through nonverbal methods, these methods should be viewed as transitional to, or facilitative of the subsequent acquisition of verbal communication skills. We should never lose sight of the fact that MDT students will ultimately be expected to function in a society which relies heavily upon verbal communication skills. Therefore, whenever possible, nonverbal communication should be viewed as a means of facilitating and development of verbal communication skills.

Nonverbal communication will focus upon the following adaptive alternatives:

1. Total Communication;
2. Communication Boards.

Note: It should be expected that the nonverbal MDT student will be exposed to the same vocational communication areas of study as the verbal student.

A. Total Communication/Standardized Sign

Example: American Sign Language-ASL.

B. Communication Boards

Examples:

1. The Scanning Board. No range-of-motion is required, the communication pace is very slow;
2. The Encoding Board. Requires some range-of-motion, memorization skills are desirable, communication pace is as fast as the user's response time.
3. Direct Selection Board. This board is the simplest to understand and use, and potentially it is the fastest;
4. Electronic Board. This board is the most expensive board, it also is more "fun" to use than the other simple boards.
5. Bliss Symbols. Total of 25 symbols providing an endless number of words and ideas that could be formed.

AREAS OF STUDY: Reading

OVERVIEW OF READING:

The area of reading needs to be approached from the perspective of practical application toward the present and future living and vocational needs of the individual student. In addition, reading cannot be taught in isolation. Reading is incorporated into every aspect of school, home and community instruction. In general, MDT students do not learn to read beyond a first or second grade level when traditional

reading programs are used. Such programs do not typically provide functionally relevant vocabulary or information necessary for successful living or completion of a job. For these reasons, reading for the secondary MDT student will focus on:

1. Personal information;
2. Recognizing and demonstrating comprehension of sight words needed for safety and independence in various settings;
3. Package labels and directions of common household products;
4. Read newspaper for information
 - a. What is happening in the picture;
 - b. Weather forecast;
 - c. Recreational event information;
 - d. Merchandise cost and availability;
 - e. Location of appropriate job openings;
 - f. TV program selection.
5. Recipes for simple foods;
6. Simple instructions and messages;
7. Alphabetizes sufficient to locate telephone numbers as needed, simple filing, others as required for specific job placements.

Note: There will rarely be a "pat" curriculum for teaching reading skills. Individual student ability and projected living and work environments will dictate specific skills to be taught.

AREA OF STUDY: Handwriting

OVERVIEW OF HANDWRITING:

Sufficient writing and spelling skills as required for:

1. Completion of job application;

2. Taking messages;
3. Filling in order form;
4. Addressing envelopes;
5. Simple correspondence;
6. Other as appropriate to individual student needs.

Manuscript: There are many techniques available for teaching handwriting. Success has been demonstrated in straight-line systems when used with MD students. In terms of actual alphabet, the straight-line letters are the easiest to reproduce (A, E, F, H, etc.). The ball-stick letters (a, b, d, g, etc.) are also relatively easy to reproduce, but extremely difficult in terms of visual-motor discrimination because the only distinguishing feature is in the placement of the "ball" with respect to the "stick."

Advocates of the printed manuscript writing emphasize this method as simpler because its essential composition lines, circles, and diagonals is generally more legible and has a higher degree of transfer to reading skills.

Cursive: Cursive writing has an advantage of providing a rhythmic left to right progression and reversals seem to be more avoidable because of the continuous flowing motion and more distinctive differences between letters. Selection of a written communication method will require individual student assessment to determine which will provide the most clearly understood written expression.

STUDENT EXPECTATIONS:

The student will participate in instruction in each of the communication areas. The student will demonstrate his/her individual mastery level as prescribed on his/her individual educational program.

COURSE TITLE: Physical Education/Leisure Skills

GRADE LEVEL: Secondary MDT

COURSE NUMBER:

TERMS OFFERED: Ages 15-21

CREDITS:

AREA OF STUDY: Physical Education/Leisure Skills

OVERVIEW OF PHYSICAL EDUCATION, LEISURE SKILLS:

Underlying all skills is movement, whether actual or observed. The Physical Education/Body Movement/Leisure Skills course of study revolves around fine and gross motor development and how it applies to personal, vocational and leisure-time applications.

Students should be taught the skills necessary to select, organize, initiate, participate and terminate selected recreation/leisure activities. As a student moves through the secondary program, he should continue to be exposed to new recreation/leisure experiences. At the same time, it is necessary to increase the student's repertoire of activities that he can perform independently across home, community, and vocational environments. It will be increasingly important to provide instruction and opportunities in nonschool environments (e.g., swimming at the YMCA as opposed to swimming at school).

The objectives of this program will include: 1) the improvement of physical condition and movement skills; 2) development and maintenance of a healthy body, increase quality and type of social interactions; 3) increase the number of activities/environments students

can utilize without direct supervision which are common to local and age level; 4) increase pride and self-confidence; 6) increase positive attitudes and social interaction with nonhandicapped peers; and 7) make parents and students aware of recreation/leisure options available during nonschool hours, e.g., advocacy programs, school-community recreation programs and camps.

For some MDT students, the prerequisite skill may be the most complex skill that will be mastered. There may exist situations in which an individual's physical limitations will preclude his progressing to higher skills, however, it is then practical for an individual to participate in an adapted version of the more complex activity--partial participation.

Adaptive physical education involves modification of regular physical education activities to meet the need of students with mild to moderate mental or physical disabilities. Activities are modified in regard to equipment, rules, scoring or strategy to enable handicapped persons to participate on a nearly equal basis with their peers.

Object Manipulation: Skills falling into this activity grouping are the most basic form of recreation/leisure participation. It involves interaction with an age appropriate inanimate object by the student. The object is the focus of the individual's attention and is not usually part of a larger game. Usually no rules exist during object manipulation and, therefore, the individual may design his own

object manipulation and, therefore, the individual may design his own activity for use with the object. The most practical, age appropriate objects tend to be those which have the widest range of possible application.

Areas of study to be included, but not limited to, will include:

Balls	Handgrippers
Camera	Marbles
Dice	Scissors
Flashlight	Telephone (pay and residential; pushbutton and dial)
Frisbee	
Guitar	Vending Machine
Hammer	Yo-Yo

Games: Games are recreational activities which involve definite rules ranging from simple to high functioning level of participation. Games may or may not involve the manipulation of objects. A game may involve competition and/or cooperation of participants and usually involves more than one person. The players must learn to take turns and follow the rules. An intended outcome must be inherent in the game. As in the sports category, the concept of winning and losing is introduced.

Examples of games may include:

- Board and Table Games
- Social
- Gross Motor
- Musical
- Card Games

e.g.:

Arm Wrestle	Tether Ball
Jump Rope	Tug of War
Kickball	Hokey Pokey
Relay Race	Limbo

Hobbies: Hobbies are recreational activities which have great potential to become life-long leisure skills. The MDT student may be introduced to a hobby as a young child and continue to excel in and utilize those skills with increased degrees of sophistication throughout his/her lifetime.

Hobbies may include activities such as stamp and coin collection, playing a musical instrument, and a wide variety of arts and crafts activities. Examples of hobbies to be included might be:

Books and Magazines (library)	Musical/Rhythmical Instruments
Camping	Needlework
Cooking	Painting
Cycling	Paper Art
Decorating	Pet Care
Kite Flying	Woodworking
Leatherwork	Photography
Leisure Walking	Plant Care
Movies	Sewing
Skateboarding	Spectator Leisure Events
	TV/Radio/Stereo

Sports: The distinction between sports and games is often characterized by a timeline. Although activities falling in both categories employ a definite set of rules, sports tend to contain greater sophistication in the rules and equipment used, with greater emphasis placed on the competitive aspects of the activity. Both individual and team sports are incorporated into the curriculum requiring various degrees of social and motor coordination ability levels.

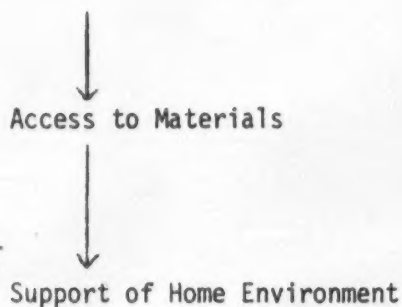
Examples of sports to be included in the P.E. course of studies will be:

Badminton	Football	Soccer
Basketball	Golf	Softball
Bowling	Gymnastics	Swimming
Croquet	Horseshoes	Tennis
Field Hockey	Jogging	Volleyball
Fishing	Shuffleboard	Winter Sports

whenever appropriate.

General Factors in Selection of P.E. Skills:

Preference	What skills does the student already engage in?
↓	
Functioning	What are the student's capabilities and educational needs?
↓	
Physical Characteristics	What physical characteristics does the student have or lack which may interfere with skill development?
↓	
Age Appropriateness	Are the skills which have been selected for instruction the type of skills
↓	



which nonhandicapped peers might engage in?

What is the student's access to materials (financial resources, transportation, etc.)

What persons are available in the home or neighborhood environment to reinforce skills developed?

EXPECTATIONS FROM STUDENTS:

Students will have an active participation in all areas of instruction showing successful independence in performing age appropriate functions and displaying appropriate behaviors for each.

Success will be evaluated by supervisors through the use of:

1) task analytic assessment checklists; and 2) physical duration in activity. Consideration must be given to individual student access to materials and events, possible physical and/or health limitations, as well as student preferences.

COURSE TITLE: Vocational/Career Education

GRADE LEVEL: Secondary MDT

COURSE NUMBER:

TERMS OFFERED: Ages 15-21

CREDITS:

COURSE DESCRIPTION:

Vocational education for mentally disabled students is receiving increased attention across the nation in local communities. With the move toward public school programs and deinstitutionalization, has come the need to prepare mentally disabled students to function as independently and productively within local communities as is possible. This includes the right to perform relevant work skills and live with only limited supervision. If mentally disabled adults are to realize these goals, they must have systematic community referenced functional training while in our school settings.

At this level, students should be involved daily in vocational and vocationally-related experiences. Within the first year of high school, training at community vocational sites should be a regular part of these experiences. Community work sites serve as training environments to develop and reinforce work skills, attitudes, and behaviors, and provide evaluative information pertinent to future vocational planning. The school site may provide an additional training environment that can be utilized to insure vocational training and vocationally-related training/evaluation on a daily basis.

Assuming four to five years of high school experience, participation in vocational activities should increase with each year. The students should be exposed to a variety of work and work sites during the first two to three years. During the remaining years, decisions should be made and emphasis placed on training for specific post-school vocational options. These decisions should be based upon teacher evaluations, past student performance, student interest, parental input, projected post-school living environments, and an inventory of jobs and job environments in the community. The student should have developed a level of endurance that allows him to perform in four-hour work sessions, two to three days each week by the end of his high school experience.

Community vocational experiences should continue to include mobility training (pedestrian safety, bus riding) to and from school and/or students' homes. Nonambulatory students should receive instruction in accessing and utilizing specific alternate modes of transportation available to them in their community.

AREAS OF STUDY: Vocational/Career Education

OVERVIEW OF VOCATIONAL/CAREER EDUCATION:

Preparation Ages 15-18:

A. Behaviors and Attitudes

1. Appropriate work dress;
2. Punctuality to work site/stations;
3. Switching tasks upon command;
4. Attending to task;
5. Work alone/in group;

6. Working in a distracting environment;
7. Work rapidly/accurately without reinforcement;
8. Accepting praise/criticism;
9. Accepting supervision;
10. Job seeking skills;
11. Job interview procedures.

B. Simulated Tasks

1. Sorting;
2. Assembly/disassembly;
3. Packaging--dry/liquid;
4. Fasteners;
5. Clerical;
6. Domestic;
7. Good;
8. Janitorial;
9. Horticulture
10. Hand tools;
11. Power tools.

Sorting: Sorting skills will be determined by degree of fine/gross motor development. Sorting tasks should include but not be limited to: objects, colors, shapes, size, patterns, textures, alphabet, numbers, combinations. It is recommended that functional materials be utilized which will promote independence in actual living situations. Example: Sorting articles of clothing rather than chips.

Assembly: Assembly/disassembly will consist of a progression from simple, one/two piece connections, to more complex.

Packaging: Packaging skills will include both wet and dry materials requiring pouring, filling, fitting, wrapping and labeling skills. Various techniques can be utilized to ensure proper measurement and weights.

Fastening: Fasteners will include clips, clamps, paper punch, stapler, loading and removing tape dispensers and rolls, rubberbands, pins, tacks and twisters.

Clerical: Clerical units of study provide a representative array of office and clerical skills. These include folding, stapling, packaging, and filing. Clerical skills are required in most businesses and involve varying degrees of complexity. Clerical skills can be important vocational behaviors for MDT students to acquire because of the availability of those jobs in many settings. Many clerical jobs are not difficult and entirely within the learning capacity of severely handicapped students. The following skills are only a small fraction of the many office/clerical jobs available. Matching alphabet, filing alphabetically, filing by name/word, matching numbers, filing numerically, collating, folding letters, stuffing and sealing envelopes, use of postage stamps, stamp pad, mail sorting, applying pressure sensitive labels.

Domestic: The domestic skill units will involve skills that are required for light housework and clean-up. Domestic skills emphasize clothes cleaning and laundering and room cleaning. The work skills included are typically performed by maids in motels/hotels, convalescent centers, and hospitals. They are also necessary for independent living in group homes or home living. Skills included are dusting, disposing of trash, cleaning refrigerator, stove, sink, making a bed,

stripping a bed, sorting laundry, laundering using residential and commercial washing, drying and pressing. (Also see: Daily Life Competencies)

Food Service: Food service and preparation is an important skill area for vocational and independent living. Recent U.S. Department of Labor surveys indicate that food service is one of the primary sources of employment for MDT workers. Furthermore, these skills are critical to independent living or semi-independent living in a group home.

Food service units will include, but not be limited to setting and clearing table, filling glasses, restacking plates, trays, bundling napkin and silverware, restocking serving lines, serving behind the line, washing and drying dishes both in residential and commercial dishwashers.

Janitorial: The janitorial skills consist of cleaning work and usually involve physical or gross motor involvement. Mopping and buffing floors are examples of activities. The skills used in janitorial and domestic skills are closely related and provide an excellent source of employment for many MDT persons. There is a constant turnover of employees in these jobs among the working public, thus availability of work is assured.

Units of study will include proper cleaning of various rooms within homes and model apartment settings. Cleaning toilets, putting paper products in/on dispensers, cleaning sink, mirror, sweeping, mopping, buffing, waxing floors, emptying and cleaning ashtrays, cleaning windows, and polishing furniture.

Horticulture: Horticulture skills are important vocational behaviors for MDT students to learn. Working in a greenhouse, a florists' shop, or securing neighborhood lawn care are various placements for which handicapped students may be prepared. The development of horticulture skill is also excellent for helping the MDT student acquire appropriate leisure skills. Horticulture units of study will include raking, weeding, trimming, mowing, washing flower pots, filling flower pots with soil, putting hangers on hanging baskets, potting plants, pruning, use of common garden tools, picking, sorting and packing vegetables and fruits.

Hand Tools: General safety procedures that apply to all tools will be emphasized. Use and care of the following hand tools will be explored in conjunction with other vocational training units. Hammer, screwdriver, handsaw, wrenches, pliers, drill bits, hand drill, wood files, vises, clamps, sandpaper, scissors, shears, simple wood staining, painting and stripping may also be included.

Power Tools: Extreme caution and supervision will be emphasized while instruction is provided using the following power tools. Since coordination, control and strength varies greatly among MDT students, some tools may be more appropriately used by some students over others. By the same regard, the utilization of power tools may greatly facilitate successful completion of tasks required of MDT students in daily community living, employment and leisure hobbies. Power tools to be included are electric sander, electric drill bits, drill press, jig saw, sabre saw, power lawn mower and power snow blower.

Exploration Ages 18-21: During the exploration phase, the MDT student will experience a transition from school/community based simulated instruction to increased community based work training. Community based work experiences provide the perfect opportunity for MDT students to transfer and apply previously learned skills to the real world environment. It should be realized that typically, MDT students do not generalize well from simulated learning environments to the real. Therefore, job placement requires careful attention, planning and supervision on the part of teachers, and other vocational practitioners who will instruct and/or supervise on site observation of MDT students. Competitive employment placement of MDT students is difficult, and in some communities almost nonexistent. Yet, competitive employment placement is a crucial vocational goal toward which to strive.

Work sites will be selected based upon individual student skills, behaviors, and abilities. A minimum of two different work sites should be explored during one school year with from one to four hours of daily participation. Exploration objectives include:

1. Social and adaptive skill refinement needed in order to work cooperatively on the job with business employees;
2. Learning the job and completing the assigned task with acceptable quality;
3. Following the established work rules.

The exploration phase continues until such times as the student demonstrates proficiency in at least one to four jobs, is employed by a community employer, reaches age 21 and can be permanently placed, or is evaluated and decision has been made that continuation of exploration is

no longer possible due to lack of adaptability to community employment. At this point re-instruction is begun on preparation level or placement made to sheltered workshop setting.

Suggested job exploration sites could include, but not limited to:

Assembly/Factory Lines	Grocery
Athletic Clubs, e.g., YMCA	Hardware
Bakery	Hospitals
Bus Garages	Laundry
Cafeteria	Lumber Yards
Congregate Meal Programs	Motel
Day Care Centers	Retail Stores
Feed/Grain Stores	Schools

Within each of these job sites, numerous work job possibilities are available and within ability range of well prepared MDT students.

1. Sheltered Workshop Settings;
2. Goodwill Industries.

STUDENT EXPECTATIONS:

The student will participate in instruction, discussion, role playing, worksheets, community job site visitation, job site exploration for 15-30 weeks, listens to outside speakers as planned by instructors until such time as they can independently demonstrate functional application of skills taught or until the instructor, through assessment, deems the student able to independently demonstrate functional application more than 50 percent of the time in priority skill areas.

It is essential to note that instruction and evaluation will need to be conducted outside of the classroom setting. Evaluation is only

valid when assessed under natural circumstances for which training had been provided.

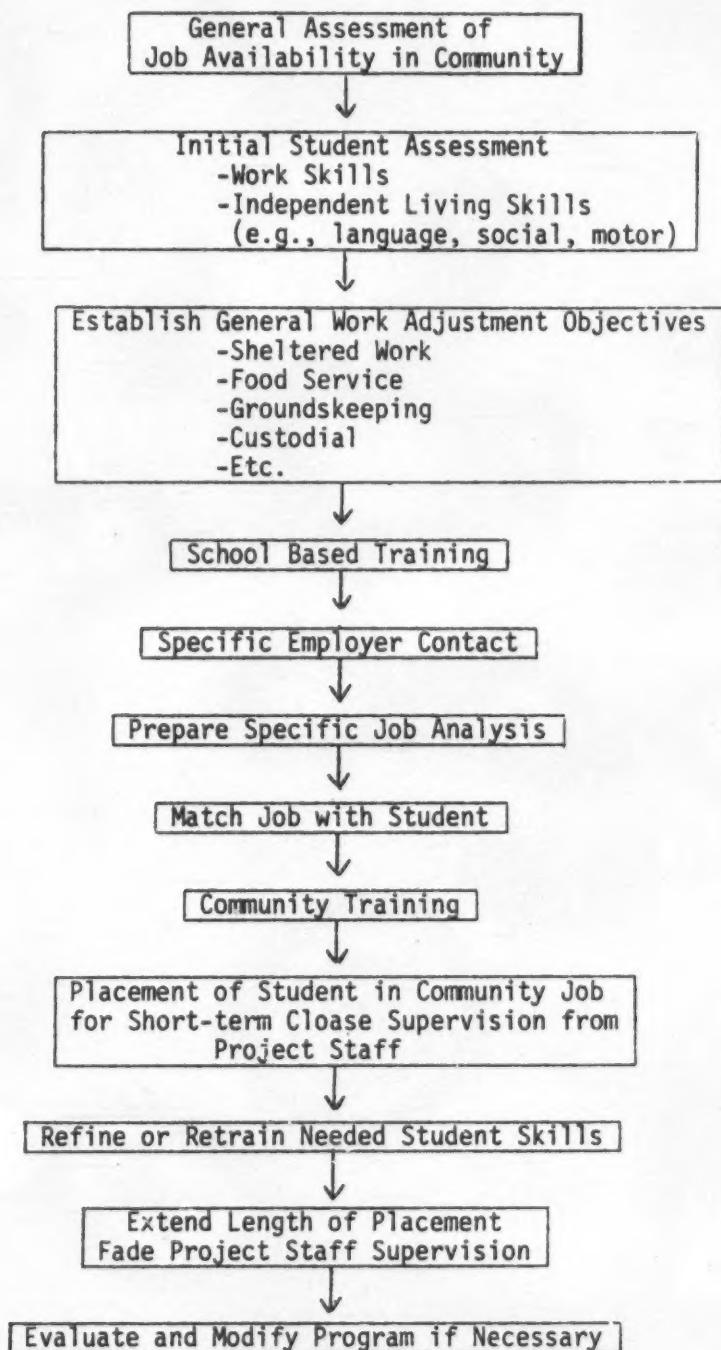


Figure 4. Training and Placement Model for MDT Students in the Public Schools

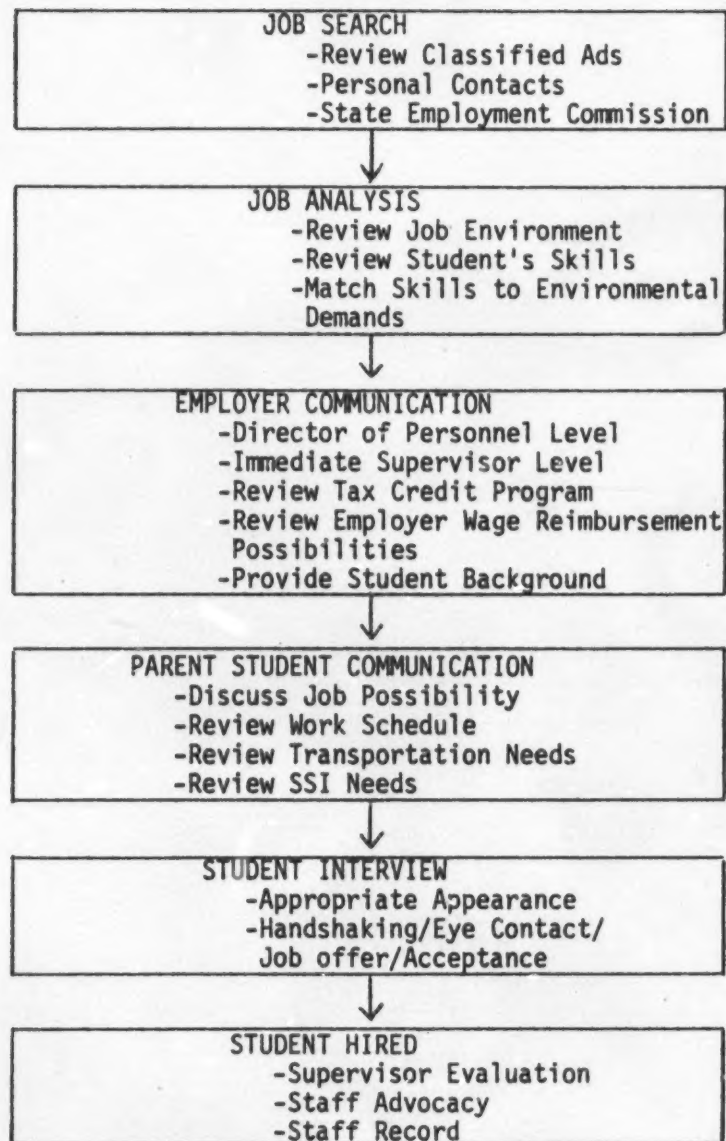


Figure 5. The Placement Process

COURSE TITLE: Social Studies

GRADE LEVEL: Secondary MDT

COURSE NUMBER:

TERMS OFFERED: Ages 15-21

CREDITS:

COURSE DESCRIPTION:

Social Studies relate directly to who we are and what we do within an environment. The MDT student requires a systematic and functional application of the main social studies components of geography, history, economics, sociology, and political sciences in a nontraditional course of study. It should be noted that each of these areas will naturally overlap with other core courses provided in the entire MDT program model and will in many instances take place outside of the actual school classroom.

At the secondary level, students should be involved in community experiences on a weekly basis. These experiences should be supplemented with related classroom instruction to develop and reinforce the skills necessary for community involvement. Based upon a student's functioning level and the amount of time remaining in the program, priorities should be identified as to the student's community needs. When necessary, adaptations in sequences, methods and materials/equipment should be developed to enhance optimal independence and effective utilization of community facilities. It is important to inventory each student's current and post-school home environments to identify the skills needed in

the specific community facilities that are or will be used by the student.

AREA OF STUDY: Social Studies

OVERVIEW OF SOCIAL STUDIES UNITS:

Geography: Mobility training and pedestrian safety skills should be emphasized and expanded throughout all community experiences. Mobility training should include instruction in planning for and securing alternative means of transportation available to the student for community experiences (e.g., Elderly and Handicapped Bus, LIFTS, Inc., and taxi) as well as exploration and independent utilization of public transportation, location of home, school, shopping areas, recreational sites on city maps and public transportation route schedules.

History: History will include personal information as regards the student and his family. Also to be included may be an understanding of principal holidays, e.g., Independence Day, Thanksgiving, Labor Day, Christmas, New Year's and Easter, and general current events so as to enable the student to engage in appropriate small talk and conversations.

Economics: Economics is to include money recognition, money values, correct use of money in purchase and making change. Money management, e.g., checking, savings, budgeting, differentiation between necessities and luxuries. Economics also includes the broad category of job preparation and exploration, recognition of the need and importance of obtaining and keeping a steady job in order to be a productive member of his community. (Also see: Functional Math)

Sociology: Sociology indicates that people live in various groups and in order to do so each person is responsible for his actions and

accepts certain consequences for individual actions. Interpersonal relations should be closely studied as they relate to home, school, job, neighborhood, community, city. Within these areas it is important to recognize and respond appropriately to accepting authority, coping with conflict and criticism, gaining attention, greeting others, helping others, making conversation, care and use of property. Sociology is also to include exploration of various realistic living alternatives, e.g., living at home with parents, living in group homes, semi-independent apartment, or when applicable, independent living.

Political Science: Political Science units of studies will include laws and rules in numerous settings, such as home, school, work, city, state, recreational events, emergency situations, along with the purpose of these rules/laws and corresponding penalties for noncompliance. Also to be explored are individual rights as a member of a society, e.g., legal and political rights to vote in city, state and national elections, as well as rights of the handicapped as defined in P.L. 94-142, Education for All Handicapped Children Act, P.L. 95-482, Vocational Amendments, the Rehabilitation Act of 1973 (Section 504) and Comprehensive Developmental Disabilities and Rehabilitation Amendments of 1978 which mandates program services for all developmentally disabled persons.

Political Science also relates to functions of community support agencies which will directly be involved in the lives of the MDT individual. Support agencies to be studied may include: a) social services; b) job services; c) handicapped recreational agencies; d) public

transportation agencies; e) fire and police services available; and f) banks.

EXPECTATIONS FROM STUDENTS:

The student will participate in instruction, discussion, role playing, worksheets, field trips and listen to outside speakers as planned by the instructor until such time as they can independently demonstrate functional application of skills taught or until the instructor deems the student able to independently demonstrate functional application more than 50 percent of the time in priority areas.

Evaluation will often times need to be conducted outside of the classroom in a community or work site location.

Community School District
Sample Graduation Competency Certification
and Attendance Record

Student's Name: _____

Graduation Date: _____

Date competency achieved, and signature of person certifying achievement. Person certifying achievement is responsible for placing supporting documentation in student's individualized education program (IEP) file.

Course	Level I		Level II		Attendance Record Ages 15-21	
	Date	Signature	Date	Signature	School Year	Total Days Att'd
A. Domestic Management						
A1 Household						
A2 Meal Planning Preparation						
A3 Laundry						
Clothing Maint.						
A4 Grooming						
Hygiene						
A4 Sexual Aware						
A6 Personal Adjust.						
B1 Sets						
B2 One/Many						
B3 One-to-One						
B4 Counting						
B5 Addition						
B6 Subtraction						
B7 Multiplication						
B8 Division						
B9 Story Problems						
B10 Money						
B11 Time						
B12 Calendar						
B13 Measurement						
B14 Vital Statist.						
C1 Language Arts						

Areas of Study

A. Daily Life Competency

B. Functional Math

C. Language Arts Communication

D. Physical Ed. Leisure Skill

E. Vocational Career Ed.

F. Social Stud.

Figure 1. Graduation Competency and Attendance Record

Community School District
Sample Hours and Credits System

Area	Course Codes	Credits	Required Hours of Instruction
A. Daily Life Competency (Science/Health)	A Domestic Management	1	130
	A1 Household	1	130
	A2 Meal Planning	1	130
	Preparation	1	130
	A3 Laundry	1	130
	Clothing Maint.	1	130
	A4 Grooming	.5	65
	Hygiene	.5	65
	A5 Sexual Awareness	.5	65
	A6 Personal Adjustment	.5	65
B. Mathematics	B1 Basic Operations	1	130
	B2 Money	1	130
	B3 Time	1	130
	B4 Measurement	1	130
	B5 Vital Statistics	1	130
C. Language Arts Communication	C1 Expressive Lang.	1	130
	C2 Receptive Lang.	1	130
	C3 Reading	.5	65
	C4 Writing	.5	65
	etc.		

Total Credits Earned _____ Total Credits Required _____

Figure 2. Sample Hours and Credits System

COURSE OF STUDIES FOR SECONDARY
SEVERELY AND PROFOUNDLY HANDICAPPED

I. DEFINITION OF POPULATION TO BE SERVED

- A. "Severely and profoundly handicapped" (SPH) refers to those pupils who are defined operationally in terms of infantile or primitive behavioral and developmental characteristics, and who need intensive special education programs and services. These pupils manifest developmental and adaptive behavior deficits affecting a combination of the following areas: Sensory awareness, sensory-motor skill development, communication skills, self-help skills, and social skills. For educational purposes, the intensity of the handicapping condition is of primary importance in the identification of these pupils.

The SPH are severely/profoundly retarded in addition to severe sensory and/or motor disabilities, chronic health conditions, or communication disorders. Characteristics frequently associated with this low-incidence population include: Severe motor involvement, absence of feeding, dressing, toileting and/or grooming skills, failure to communicate, follow simple actions of others or simple directions, guard against common physical dangers or interact appropriately with the physical or social environment, and may exhibit stereotypic and/or self-injurious behaviors.

II. DEFINITION OF MODEL PROVIDING PROGRAMS AND SERVICES

- A. Self-contained Special Class. An educational program serving pupils with similar special education needs to the degree that they require special educational instruction on a full time basis. Such pupils ordinarily cannot profit from participation with regularly enrolled pupils in academic subjects but benefit from integration into other school activities like recess, lunch, field trips, plays, holiday

celebrations, music or the bus ride to and from school.

II. THE CHARACTERISTICS OF THE SPH COURSE OF STUDY

The goal of the course of studies for the SPH is to promote independence at home, at work and in the community. To attain this goal the curricula should have the following characteristics:

- A. Longitudinal and Comprehensive. The course of study should present skills in a sequential hierarchy. Skills taught at the secondary level should involve more complex requirements and extend the skills of the elementary years. The secondary course of study offerings should not be viewed as a static, unchangeable product through which all students must progress to complete their education.
- B. Chronological Age-Appropriate. It is recommended that the objectives, materials, and instructional settings be consistent with the student's chronological age. Educators must communicate the expectations of adult-like behavior for the SPH students to parents, others in the community and to the students themselves.
- C. Functional. We must address those skills which are functional (i.e., necessary) in the present and/or future environments. The course of study should allow educators to discard those skills which are not crucial for present or future independence and concentrate on those skills which are necessary.
- D. Partial Participation. Allows for at least a small degree of participation in functional, normalized activities and a reduction in the adult assistance needed to maintain students in present or post school environments. Partial participation may be brought about by:
 1. Adapting the task by changing the rules of the game, sequence of actions or materials used,
 2. Adapting the student through the use of prosthetic devices

and equipment,

3. Involving the student in part of the task

- E. Interactions With Nonhandicapped Persons. Involvement in the post-school community will result in contact between the SPH student and nonhandicapped individuals. Thus school programs should provide integrative experiences during the school years. The lengthy amount of time necessary for skill acquisition, the need for long-term efforts to change community perceptions and the benefits of normal peer models, require interactions with nonhandicapped peers to be a part of the school program.

IV. AREAS OF STUDY

In order to achieve the goal of more adaptive present and post school functioning in less restrictive, more normalized environments, the six broad curricular areas of communication, daily life competencies, functional academics, physical educational/leisure recreation, social living/social studies, vocational/career education must be addressed in a course of study for the SPH. To meet this broad goal, a change must be made from the traditional classroom model to a community-classroom model. Too often school activities for the handicapped have reflected sifted through and watered down regular education goals and objectives.

Through ongoing, systematic needs assessment, data is gathered by the staff prior to community programming to determine those tasks and functions which are required for more independent performance within less restrictive environments. Once the skills necessary for community adaptation have been identified they can be brought into the school program. The major portion of instruction, data collection and evaluation should take place in the environments in which such actions typically take place in order to insure that school instruction has a positive impact on student performance in natural environments. In using a community-classroom model part of the instructional day should be spent in non-school environments teaching the skills required

for bus riding, grocery shopping, eating in public restaurants and working in community businesses.

V. EDUCATIONAL OUTCOMES

The SPH course of study should be written so that any secondary aged student regardless of handicapping condition, can be individually assessed for entry and placed within the continuum of skills in the appropriate areas of study.

Each student will have a transition plan developed during the secondary years that is individualized, longitudinal and comprehensive, involved the parent/guardian in the design, includes and participation of the educators, support personnel, student, parent and supervisor of post-school environment (sheltered workshop, work activity center or adult day-care center).

Depending on the abilities and limitations of each individual, the student may be exposed to the tasks in one, several or all of the course titles in the SPH course of study.

COURSE TITLE: Communication for the Severely and Profoundly Handicapped

GRADE LEVEL: Secondary SPH

TERMS OFFERED: Ages 15-21

CREDITS:

COURSE DESCRIPTION:

Communication is basic to all human behavior. This human need is evident in one's understanding of self, others, and the world. It is the way in which an individual makes his/her feelings, wants, and ideas known to others. A communication course for the SPH includes Receptive Language (Can the student understand what the teacher, parent, peer is saying or gesturing for him/her to do?), Expressive Language (Can the student express his/her needs in acceptable manner?), Augmentative Modes of communication (Can the student express his/her needs by using manual sign language or a communication board?).

AREA OF STUDY: RECEPTIVE LANGUAGE

OVERVIEW OF RECEPTIVE LANGUAGE:

Receptive language, the ability to comprehend the spoken word, suggests that understanding must be attained before a word can be used meaningfully in communication.

General objectives of receptive language include:

- a. Response to human voice
- b. Localization of speaker
- c. Establishing eye contact
- d. Identification of familiar people in environment
- e. Identification of body parts, toys, food, clothes, animals
- f. Performing actions
- g. Appropriate yes/no response
- h. Instruction following-appropriate response to one step directions, appropriate response to two or more step related and/or unrelated direction.

- i. Development of understanding of prepositions relative to positions of objects or people (on, off, in, out, under, in front of, etc.)
- j. Development of understanding of personal pronouns
- k. Development of understanding of action words and word association

AREA OF STUDY: EXPRESSIVE LANGUAGE

The student with expressive language speaks in such a manner that his/her needs and thoughts are readily understood by listeners. Expressive language training should be related to the student's daily living activities. Meal, snack, grooming, gross motor, recreation and vocational times offer opportunities for training on basic functional words. Expressive language activities include:

- a. Control of sounds
- b. Establishment of sitting behavior and eye contact
- c. Acquisition of motor and vocal imitation
- d. Use of single sounds (babbling) to get attention from people in environment.
- e. Appropriate use of single word (hi, bye, no, yes)
- f. Use of nouns
- g. Production of adjectives
- h. Production of pronouns
- i. Production of verbs
- j. Production of prepositions
- k. Use of plurals
- l. Verbalization of feelings
- m. Use of two and three word phrases
- n. Asks questions
- o. Uses complete sentences

The chances for success will be greatly enhanced if the words are selected on the basis of ease of production and importance to the student's daily life activities as the student will have numerous opportunities to practice the words learned.

OVERVIEW OF AUGMENTATIVE MODES:

When expressive language does not prove to be the most effective means of communication, an augmentative mode of communication must be employed. It is imperative that one be flexible in choosing an augmentative mode, being sure that physical conditions, motivation, cognitive levels, and environment be considered.

Types of augmentative modes to be considered for use include:

- a. Communication/Language boards - an organized graphic system by which a student may indicate specific items (pictures, words) when communicating with another person. The student indicates needs and responds to questions by finger-pointing, head pointer (a pointer attached to a head band), hand extension or adapted aid or switches that can be activated by action of the extremities, blowing from the mouth or moisture from the tongue. Communication boards range from simple nonelectric and teacher made devices to more sophisticated electronic apparatus. The content of the boards should be designed for use. Two considerations must be kept in mind when designing the physical layout of the communication board:
 1. placement must be appropriate to student's range of movement and coordination
 2. materials must be organized in ways that help the student develop more complex kinds of communication
- b. Gestural communication is a language system that is unobtrusive, portable and understood by many people.
- c. Sign language is another augmentative mode which can be taught to SPH students so they may communicate with each other and other people who have knowledge of the sign system. However, because of the different sign systems it may be difficult for co-workers and consumers to understand the SPH student. In-service training should be provided so that a variety of individuals can read and understand the SPH students signs.

The levels of signing include:

1. Attending
2. Imitation
3. Spontaneous use of signs

For some students it is hoped that an augmentative mode of communication will form a basis of language understanding from which oral language skills will later emerge.

STUDENT EXPECTATIONS:

The student will participate in communication activities and will apply the skills in functional age-appropriate settings, i.e. restaurants, stores and job sites with a variety of people.

COURSE TITLE: Daily Life Competencies for the Severely and Profoundly Handicapped

GRADE LEVEL: Secondary SPH

TERMS OFFERED: Ages 15-21

CREDITS:

COURSE DESCRIPTION:

The normalization principal requires that the handicapped be treated as normally as possible. If this principle is to be put into practice daily living skills must be given high priority. Daily living, or self-help skills, help the SPH student to develop responsibility and enables others to view them as participating and acceptable members of society. Skills in the areas of toileting, eating/drinking, dressing/undressing, and personal hygiene/grooming need to be mastered if the student is to become a functioning member of society.

AREA OF STUDY: TOILET TRAINING

Toilet training skills include:

- a. Establishment of bladder and bowel control
- b. Voiding or defecating when taken to the bathroom
- c. Indicating need for toileting
- d. Locating and entering bathroom
- e. Opening and shutting stall door
- f. Raising and lowering toilet seat for voiding
- g. Undressing before toileting
- h. Sitting on toilet seat to void or defecate
- i. Wiping after voiding or eliminating
- j. Dressing after toileting
- k. Flushing after toilet
- l. Washing hands
- m. Scheduling toileting occurrences

AREA OF STUDY: EATINGOVERVIEW OF EATING:

Eating skills include:

- a. Opening mouth to accept food, retaining food in mouth, closing mouth, chewing and swallowing.
- b. Eating finger food (grasps, bites, chews, etc.)
- c. Using spoon
- d. Using fork
- e. Using knife-cuts, spreads
- f. Using napkin
- g. Preparing food-opening containers and wrappers
- h. Eating at an appropriate rate

AREA OF STUDY: DRINKINGOVERVIEW OF DRINKING:

Drinking skills include:

- a. Accepting and retaining liquid in mouth
- b. Swallowing
- c. Drinking from glass/cup held by adult
- d. Drinks from glass without spilling
- e. Drinks from straw
- f. Replaces glass without spilling
- g. Pouring liquids
- h. Regulating drinking (small sips)
- i. Drinking from fountain

AREA OF STUDY: DRESSING/UNDRESSINGOVERVIEW OF DRESSING/UNDRESSING:

Dressing/Undressing skills include:

- a. Cooperating when being undressed/dressed
- b. Putting on/taking off shirt (pullover and button), pants, shorts, skirt dress, underwear, socks, shoes
- c. Fastening hooks and eyes, snaps, buttons, zipper, buckle
- d. Tying shoe laces
- e. Putting on winter garments-coat, boots, hat, mittens
- f. Adjusting clothing when necessary
- g. Choosing clothing appropriate for weather conditions
- h. Choosing clothing appropriate for social occasion

AREA OF STUDY: PERSONAL HYGIENE/GROOMINGOVERVIEW OF PERSONAL HYGIENE/GROOMING:

Personal hygiene/grooming skills include:

- a. Washing face and hands
- b. Brushing teeth
- c. Combing and brushing hair
- d. Taking bath or shower
- e. Using a deodorant
- f. Shampooing hair
- g. Getting a hair cut
- h. Female student cares for self during menstruation
- i. Cleaning and caring for nails
- j. Shaving
- k. Using handkerchief to blow nose
- l. Dispose of handkerchief properly

STUDENT EXPECTATIONS:

Student will participate in daily living skills training which will take place in natural settings at school, home, and in the community. Progress will be monitored via the IEP.

COURSE TITLE: Functional Academics for the Severely and Profoundly Handicapped

GRADE LEVEL: Secondary SPH

TERMS OFFERED: Ages 15-21

CREDITS:

COURSE DESCRIPTION:

The goals of teaching functional academics skills is not to produce academically oriented students. Rather we are looking at a handicapped adult who to the highest level possible:

- a. Participates in community events and moves about in the community
- b. Holds or will hold a job
- c. Is a consumer of goods and services
- d. Is a pedestrian who uses public transportation and does not drive

Before teaching any of the skills it is necessary to assess whether the work, community or domestic environment requires the functional academic skill.

AREA OF STUDY: MONEY

OVERVIEW OF MONEY:

The development of money skills is important for those students who use public transportation to and from a work setting, are capable of shopping semi-independently and using a banking facility on a regular basis. Selecting appropriate change for vending machines, pay telephones and laundry equipment are survival skills which must be taught. Money objectives include:

- a. Identification and naming of coins-penny, nickel, dime and quarter
- b. Selecting appropriate coins for pay phone, vending machines, laundry machines (washer and dryer) and bus fare
- c. Purchasing items using coins
- d. Operation of coin/bill changer machine
- e. Identification and naming of \$1, \$5, and \$10 bill
- f. Purchasing items using bills

OVERVIEW OF MEASUREMENT:

The SPH student will need to apply measurement skill in sheltered work situation, when cooking and baking and as a consumer (i.e. using clothing size when making a purchase). Many of these activities should take place in the home, grocery stores and department stores. The student must be as proficient as possible when measuring in functional situations. Situations involving temperature (weather conditions), estimating distances (travel) to and from work or school, weighing and measuring of foods are examples of the types of measurement the student may perform as part of everyday living. General measurement objectives include:

- a. Discrimination between big/small, big/little
- b. Discrimination between full/empty
- c. Discrimination between heavy/light
- d. Identification of ruler, yardstick, and measuring tape
- e. Estimate of gross distances (i.e. one block, one mile)
- f. Identification of measuring cups and spoons
- g. Identification of shoe and clothing sizes via use of personal data card

AREA OF STUDY: WRITINGOVERVIEW OF WRITING:

The acquisition of writing skills will enable the SPH student to endorse a check and fill out simplified employment forms. Writing objectives include:

- a. Holding a pen or pencil and marking on paper
- b. Tracing straight and curved lines, circle and semicircles
- c. Reproduction of straight and curved lines, circle and semicircles
- d. Tracing name
- e. Reproducing name in small amount of space (as on paycheck)
- f. Use of personal data card to correctly fill in employment forms.

AREA OF STUDY: TIMEOVERVIEW OF TIME:

An understanding of time will allow the student to keep appointments, arrive at work punctually, and perform jobs and duties that must be done at specific times during the day. General time objectives include:

- a. Identification and naming of times of day (morning, afternoon, night)
- b. Identification of various clocks and watches
- c. Arriving on time at scheduled events
- d. "Time-managing" involves training the student to go to and from lunch and breaks independently by performing the behaviors when the "real" clock hands match the clock face on a card indicating the assigned break and lunch times.
- e. Use of kitchen timer when cooking and/or baking

AREA OF STUDY: NUMERAL SKILLSOVERVIEW OF NUMERAL SKILLS:

The development of numeral skills emphasizes those skills necessary to use numbers in a variety of daily activities in a work setting, domestic setting and during leisure/recreational skills. Examples of these skills include:

- a. One to one correspondence (matching objects to objects)
- b. Rote counting
- c. Identification of numerals of personal importance (birthdate, age, telephone number, social security number)
- d. Recognition of basis shapes
- e. Identification of numbers on kitchen timer and alarm clock

AREA OF STUDY: FUNCTIONAL READINGOVERVIEW OF FUNCTIONAL READING:

Functional reading skills include identification of personal data when it is seen in printed form, appropriate response of safety and community signs, menu words and words on forms. Specific reading objectives include:

- a. Identifying name, address, phone numbers, sex, social security number 25
when student sees it written
- b. Development of skills necessary to find public bathrooms for his/her
appropriate sex
- c. Identification of public bus route number
- d. Identifying and obeying traffic and warning signs found in the community
(Push, Pull, In. Out, etc.)
- e. Identification of cost of admission at public facilities (movie
theatre)

STUDENT EXPECTATIONS:

The SPH student will participate in simulated activities in the school, as well as applying the functional academic skills in the natural setting, i.e. in the vocational, domestic/home, leisure/recreational and community functioning domains. Degree of participation, generalization and level of independence will be monitored by the student's IEP.

COURSE TITLE: Physical Education for the Severely and Profoundly Handicapped

GRADE LEVEL: Secondary SPH

TERMS OFFERED: Ages 15-21

CREDITS:

COURSE DESCRIPTION:

The goals of the physical education program for the SPH are to correct, improve and prevent physical defects and orthopedic deviations, improve physical fitness, develop motor performance, enhance self-concept and feelings of self worth, relax physical tensions, and develop skills which enable individuals to participate with peers and others in socially appropriate activities. These goals are achieved through individualized activities provided during Adaptive PE, Therapeutic PE or Leisure Recreation class.

AREA OF STUDY: ADAPTIVE PE

OVERVIEW OF ADAPTIVE PE

Adaptive PE has the same objectives as the regular PE course but adjustments in the regular offerings are made to meet the needs and abilities of the SPH students. The emphasis is on what the student can do without danger of injury or aggravation. Activities will be designed to promote physical fitness, develop strength, endurance and coordination, increase self-concept, participate in activities with peers and use playground equipment. Examples of specific skills developed include:

- a. Walking (forward, backward, sideways, stops, starts, turns, avoids barrier)
- b. Climbing (hand held, alone, stairs, both feet on step, alternate feet, hold rail, climb ladder)
- c. Walks with object (carries, avoids barrier, pushes object, pulls object)

- d. Runs (reciprocal arm/leg, starts and stops, turns and reverses, avoids 27 barriers, heel to toe pattern)
- e. Jumps (down step, broad jump, vertical jump, over objects)
- f. Hops (stand on one leg, shift weight of one leg while standing)
- g. Gallops/skips
- h. Wheelchair (transfers to and from wheelchair, transfers with assistance)
- i. Exercises (head and shoulder circling, arm exercises with weights, trunk and leg twists, push-ups, leg lifts, etc.)
- j. Use of playground equipment (slide, swing, teeter-totter, jungle gym)
- k. Use of outdoor equipment (tricycle-child and adult sized, jump rope, scooterboard, etc.)

AREA OF STUDY: THERAPUTIC PE

OVERVIEW OF THERAPUTIC PE:

Therapeutic PE programs and activities are designed for the student by the occupational therapist and/or physical therapist. Individual programs from the physical therapist are based on the recommendation of a physician. The focus is on the development of large muscle movement and responses of the body to changes in position. The individualized designed activities will assist the student in improving and maintaining range of motion, promoting sleeping habits and promoting weight control.

Examples of specific skills include:

- a. Establishment of a head and trunk control
- b. Propping on forearms
- c. Rolling (prone to supine and supine to prone)
- d. Prone pivot
- e. Sitting (supported, unsupported, side, tailor, knees extended, in a chair)
- f. Kneeling (two point and four point)
- g. Standing (supported, unsupported)
- h. Ambulation (walking, manipulation of wheelchair, use of crutches and cane.)

AREA OF STUDY: LEISURE/RECREATIONAL

OVERVIEW OF LEISURE/RECREATIONAL:

The goal of Leisure/Recreational is to enable the SPH student to participate in a variety of activities by providing:

- a. Interaction with an inanimate object (object manipulation)
- b. Opportunities to participate in games
- c. Participation as a player and/or spectator in a variety of sports
- d. Actively engage in hobbies and arts and crafts experiences
- e. Use of community facilities during leisure time

Providing the SPH student with appropriate ways of using leisure time leads to enhancement of self-esteem and well-being.

Object Manipulation is the most basic form of leisure/recreation outside of self stimulation. The object is the focus of the individual's attention and is not usually part of a larger game. The individual may design his/her own activity for use with the object because usually no rules exist during object manipulation. Objects selected should stimulate solitary activity and allow the individual to express himself/herself and use acquired levels of development. Motor actions include holding, shaking, rolling, placing, blowing, stacking, throwing, turning, winding, closing, opening, sticking, kicking and pulling. Objects used include but are not limited to balloon, bat, bean bag, frisbee, racket, (tennis, badminton) hula hoop, wagon, trike, yo-yo, bowling ball.

Games involve definite rules and may or may not include the manipulation of objects. A game may include competition and/or cooperation of participants and usually involves more than one person. Players learn to take turns and abide by rules. The games category includes:

- a. Board and table games
- b. Social (get acquainted) games
- c. Gross motor games

d. Musical/rhythmical games

e. Card games

Sports have a definite set of rules, equipment is used and greater emphasis is placed on the competitive aspects. Individual and team sports are incorporated into the curriculum. These sports require various degrees of social and motor coordination.

Examples of sports include:

a. Badminton

b. Bowling

c. Basketball

d. Handball

f. Football

g. Softball

h. Swimming

i. Jogging

j. Tennis

k. Winter Sports

l. Croquet

m. Hockey - field and floor

Interest in Special Olympics has meant that an increasing number of handicapped children and adults are becoming more active in sports and track and field events throughout the nation.

Hobbies, Arts and Crafts have the potential to become life long leisure skills.

Participation tends to be less active than in sports or other physical games.

Participation is also usually solitary in nature and noncompetitive. Examples of hobbies and arts and crafts experiences include:

a. Cooking

b. Books

c. Walking

- d. Cycling
- e. Needlecraft (Quick point, latch hook, macrame)
- f. Camping
- g. Painting
- h. Plant and pet care
- i. Clay sculpture
- j. Table games-foozball, pinball, pool

Use of Community Facilities will increase the quality and type of social interactions, as well as encouraging social interactions with nonhandicapped peers. The student and parents need to be made aware of leisure/recreational opportunities available during after-school hours. The length of time a student can remain involved in a single activity and the number of activities the student can use without direct supervision must be increased. Examples of community facilities to use include:

- a. School related events-dances, sports events, concerts, plays
- b. Movie theatres
- c. Restaurants
- d. YMCA-YWCA-Rec. Center
- e. Parks
- f. Rollerskating Rink
- g. Bowling Alley
- h. Swimming Pool
- i. Library
- j. Art Center, Museum, Civic Center
- k. Community concerts, plays, circuses, county fair, flea markets, garage sale
- l. University and college sport events, concerts and plays

STUDENT EXPECTATIONS:

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Each student will actively participate in instruction specially designed to meet the physical and motor fitness, fundamental motor skills and leisure/recreational needs of the SPH student. Progress will be evaluated via each student's IEP.

COURSE TITLE: Vocational/Career Education for the Severely and Profoundly Handicapped

GRADE LEVEL: Secondary SPH

TERMS OFFERED: Ages 15-21

CREDITS:

COURSE DESCRIPTION:

The purpose of the vocational career education course for the severely and profoundly handicapped is to assist each student in developing and implementing to the highest degree possible the marketable skills necessary for successful community, or sheltered workshop or work activity center employment. A review of recent research indicates that severely handicapped individuals have the potential to learn complex, as well as simple manual work skills. The literature also reveals that once specific work skills are acquired the skills must be performed at a rate high enough to meet competitive employment standated.

It appears that it is wisest to train the SPH student to meet the vocational needs of his/her community. An assessment of job opportunities within the community will yield a list of jobs from which job training sites may be selected and utilized.

During the vocational career education course, instructional training will be given in vocational tasks which require the systematic application of verbal cues and reinforcers to small behavioral steps. Supervision and training will be heaviest in the initial stages of acquisition of any task. Supervision will be gradually reduced as the steps of the task are learned.

The student receives training in:

- a. Simulated work tasks and jobs at school
- b. Job sites at selected community agencies, businesses or industrial establishments.

The social, personal care, communication, and motor skills necessary to get and

keep a job will be enhanced and maintained by the student during the vocational education course.

AREA OF STUDY: AWARENESS

OVERVIEW OF AWARENESS:

During the Awareness phase emphasis is placed on:

- a. Punctuality - the worker appears at a work station at the designated time in the morning, after break or lunch.)
- b. Responsibility - the worker does not leave the work station inappropriately.
- c. Sociability - the worker does not display disruptive behaviors (i.e., out of seat behavior, excessive looking around, bizarre noises, playing with work materials) or interfere with others.
- d. Supervision - worker initiates appropriate contact with supervisor, works consistently with varying degrees of supervision.
- e. Independence - works under the following conditions:
 1. alone at table
 2. alone with others at table
 3. as part of assembly line
 4. works continuously on job from start to finish
- f. Safety - avoids hazardous actions, movements, and conditions in work setting.
- g. Attending - attends to salient cues (size, color, form etc.) of task.

Attends to verbal cues of supervisor:

1. follows one step directions, "Sit down, stand up, come to me, raise your hand, bring me the _____."
2. follows two and three step directions, "Go to the desk and bring me the stapler." "Take the absence slip to the office, pick up the mail and come back to class."

Attends for increasing periods of time of 30-60 minutes a day.

- h. Correction - number of corrections a student worker requires to successfully complete a task will be reduced. Worker will provide self-correction to self during work tasks.
- i. Fine motor skills:
 - 1. reach for, grasp and retain object(s)
 - 2. pick up object(s)
 - 3. lift, carry and put down object(s)
 - 4. squeeze object
 - 5. pat, slap, push against or pull object(s)
 - 6. voluntary release object(s)
 - 7. bilateral reach
 - 8. hand-to-hand transfer
 - 9. grasp scissors
 - 10. pincer grasp
 - 11. manipulating small objects with purpose (unscrews jar lid, turns doorknob, etc.)
- j. Sorting-matching of functional materials includes making discriminations by color (red, blue, green, black, brown, white, pink, grey, purple, etc.) size (big/little, large/small), texture (rough/smooth, hard/soft) shape (round/square, triangle).
- k. Assembly/disassembly-includes the completion of two and over 20 steps in a sequential order with or without the use of a jig.

AREA OF STUDY: PREPARATION

OVERVIEW OF PREPARATION:

The preparation phase includes maintaining previously learned skills and acquiring the following skills:

- a. The student will complete the job at 25% or better of normal production rate with a 85% or better degree of accuracy.
- b. The student will attend to vocational task(s) for 1 to 2 hours a day with or without supervision.

- c. The student will follow the rules for sociably appropriate behavior in the job site.
- d. The student will work at a school or community job site for 1 to 2 hours daily.

Possible job sites include, but are not limited to:

- a. An office site represents an array of clerical skills-folding into halves, and thirds, collating paper, stuffing envelopes, sealing envelopes, adhering labels to envelopes, stapling, loading stapler, removing staples, filing by name, address, and number, punching holes, use of fasteners (paper clip, rubber bands, pins, tacks, twisters), use of pencil sharpener, packaging using plastic bags, paper and cardboard wrapper.
- b. Domestic site skills in this area are usually performed by maids in motels, hospitals, hotels and convalescent centers. The skills include disposing of trash, emptying wastebaskets, cleaning mirrors and sinks, sorting, washing, drying and folding clothing and linens at home, in laundromat and/or commercial laundry, stripping and making a bed.
- c. Food service is a primary source of employment for the handicapped. Food service skills are also critical to independent living or group home living. Skills include but are not limited to use of a manual and electric can opener, operation of dishwasher at home, sorting, stacking and storing silverware, glasses, plates, bowls, pots and pans, setting, clearing and washing a table, filling napkin dispensers, operating commercial dishwasher, busing a restaurant table.
- d. A home industry site will facilitate independent living in addition to leading to possible jobs as a carpenter's helper or farmer's helper. Student's receive instruction in basic tool (hammer, screwdriver, pliers, saw and wrench) identification and use, identification of nail, nut, bolt, screw and washer, sanding, painting, sealing, staining and

stripping wood.

- e. A horticulture site allows the student to prepare for a job in a florist shop, greenhouse or landscaping. Skills include planting seeds, raking leaves, washing flower pots, filling flower pots with soil, putting hangers on hanging baskets, picking fruits and vegetables watering plants, trees, shrubs and grass.
- f. A janitorial site consists of heavy cleaning work. Some of the tasks are cleaning mirrors, windows, toilets and ashtrays, filling paper towel and toilet paper dispensers, sweeping and vacuuming carpet, mopping and waxing vinyl floors, waxing and polishing furniture.

AREA OF STUDY: EXPLORATION

OVERVIEW OF EXPLORATION:

During the Exploration phase the students works at a specific community job daily for at least one hour. The student views the workers in the site and actively participates in the tasks performed at the business. The student worker:

- a. Participates in the application and interview process for the job
- b. Refines social and adaptive skills needed to work with other business employees
- c. Learns the steps of the job and completes the assigned task with acceptable quality
- d. Follows established work rules for the wearing of safety apparel, handling of equipment, reporting to supervisor, following break times, and completing the task.

On the job training is provided by the school staff at community job sites to guarantee employee job proficiency. Assistance is withdrawn as the students become adept at the job. Training is terminated when the student reaches the goals of the training program as measured by the Work Evaluation. Goals include attaining 80% or better competitive norm for quality of production and 95% or better quality production.

AREA OF STUDY: TRANSITIONOVERVIEW OF TRANSITION:

During the final year of school, or Transition phase, the student is assigned a work site in the community, sheltered workshop, or work activity center with the expectation of meeting the requirements for employment of continued training. A training program is designed to gradually reduce on-the-job program supervision in order to:

- a. Place responsibility for supervision in the hands of the business supervisor or program director.
- b. Enable the student to be an independent worker or participant in adult program.

A transition plan should be developed and supervised in cooperation with the student, school staff, employer, parents and community agencies (Department of Social Services, Vocational Rehabilitation, etc.) to insure that a smooth transition is made from student to employee/client. During the final nine weeks of school the student begins full time participation or employment to measure his/her ability to:

- a. Get to and from work independently.
- b. Endure and remain productive throughout the working day.
- c. Achieve and retain competitive work rates.

STUDENT EXPECTATIONS:

The SPH student participates in simulated work environments, behavior rehearsal and on-the-job training so they can demonstrate functional application of skills in competitive employment or a sheltered workshop or work activity center or adult day care center. Task analysis, prompting and fading, modeling and frequent use of positive reinforcement are the instructional techniques which are used by the school staff.

Instruction and evaluation must be conducted in the working environment to insure that the student transfers the skill(s) to a natural setting.

COURSE TITLE: Social Living/Social Studies for the Severely and Profoundly
Handicapped

GRADE LEVEL: Secondary SPH

TERMS OFFERED: Ages 15-21

CREDITS:

COURSE DESCRIPTION:

Social living skills involve teaching the SPH student those behaviors he/she must master if he/she is to be accepted as a participating member of society. Emphasis is placed on those skills which will help the SPH student function appropriately in work, home and social situations. Even in competitive employment settings elaborate social skills are not required for job placement and retention. The issues involve the presence or absence of disruptive behavior and the presence of positive affect. Social interaction, physical appearance and sex education are among the areas assisting in the integration of the SPH into the mainstream of the community.

AREA OF STUDY: SOCIAL INTERACTION

OVERVIEW OF SOCIAL INTERACTION:

Social interaction target behaviors include:

- a. Increasing eye contact
- b. Increasing smiling
- c. Appropriate greeting and handwaving response
- d. Initiating conversation, if student talks
- e. Appropriately interjecting one's comments into a conversation
- f. Responding to questions or interactions from school staff, co-workers, or customers
- g. Shaking hands
- h. Proper job interview behavior, shaking hands, giving some form of greeting, maintaining eye contact and responding to communication
- i. Demonstrating a sense of humor includes knowing when to laugh and what is

accepted as funny or not funny

- j. Knowing whom to trust and whom not to trust
- k. Use of amenities (please, thank you, excuse me, I'm sorry, may I) in a variety of situations.

AREA OF STUDY: PHYSICAL APPEARANCE

OVERVIEW OF PHYSICAL APPEARANCE:

Physical appearance and care of belongings, target behaviors include:

- a. Dressing appropriately for work, school, social occasions, weather conditions, etc.
- b. Hanging clothing on hanger in locker or closet at work, home or school
- c. Posture-student sits straight, stands erect and walks with appropriate gait

AREA OF STUDY: SEX EDUCATION

OVERVIEW OF SEX EDUCATION:

Before any instruction in sex education parents and school staff should meet to come to agreement on what content will be taught. Reasons for including sex education in the curriculum include:

- a. The confusion for the SPH student about their identities, self-images and sexual roles.
- c. Lack of judgment and inner control leading to impulsive sexual behavior
- d. Confusion about impulses and feelings that the SPH students do not understand.
- e. The SPH are inclined to express their affection for others through physical contact because of lack of verbal abilities.
- f. The SPH student tends to lack the ability to discriminate between activities best conducted in public and those that must be done in private.
- g. Overt sexual behaviors of SPH adults make integration into society difficult because the behaviors raise the fears of parents and community

members regarding rape, molestation of children, etc.

- h. "Normalcy" requires certain heterosexual relationships to be conducted in a proper manner. Instruction in this area is necessary for most SPH people.

The scope of sex education for the SPH should include instruction in three areas:

- a. Biological - the anatomical differences between males and females, and the names of the sex organs should be taught. Intercourse should be discussed only when parents consent to it and the intellectual, social and emotional level of the student makes this instruction necessary.
- b. Social-basic instruction of the elimination of overt sexual behaviors including fondling, kissing, hugging, and exhibitionism, the need to conduct sexual practices like masturbation in private, the practice of socially acceptable public behaviors with members of both sexes; and avoid sexual exploitation.
- c. Health-instruction in menstruation, cleanliness and hygiene of the genital organs, the use of birth control devices and the elimination of self-abusive behaviors.

STUDENT EXPECTATIONS:

The student will participate in instruction based on a task analytic approach along with prompting and reinforcement techniques. In addition to the classroom, evaluation will be conducted in the library, cafeteria, etc. at school, in the home and in the community. Student progress will be monitored by the IEP.